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1930/31

Saint Mary's College

PRESIDENT'S OFFICE
UNIVERSITY OF ILLINOIS
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THE LIBRARY OF THE
MAR 13 1933
UNIVERSITY OF ILLINOIS.

Notre Dame, Indiana

Uniforms

adopted by

St. Mary's College

Notre Dame,
Indiana

Uniform of Black Silk

$15.00

Black Poiret Twill

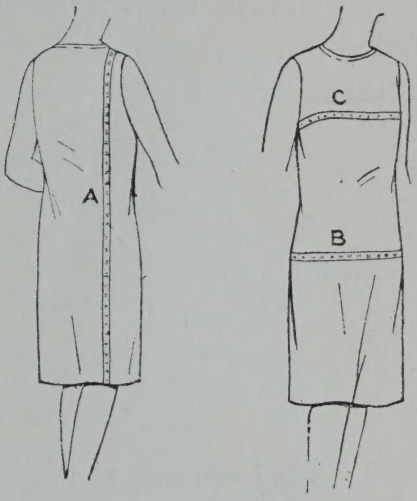
$15.00

Sizes 13, 15, 17, 19 yrs.

See quotations on Gymnasium Blouses and Bloomers on back page

MEASUREMENT GUIDE

In ordering your dresses, please follow the directions given here. Use accurate tape measure and send actual measurements. Make no allowances whatsoever as this is taken care of in the cutting.



DIRECTIONS

A—SIZE—Measure length from center of shoulder seam to bottom of skirt.

B—HIP—Measure around widest part of hips and give us actual body measurement.

C—BUST—Bust measurement should be taken well under arm, high on back and over fullest part of bust. Take actual body measurement.

D—SLEEVES—Measure length of underarm seam to wrist.

GYMNASIUM APPAREL

BLOUSES (Short or long Sleeves)	$1.35
BLOOMERS	$3.25

Sold Exclusively by

Gar-Met Shops, Inc.

4362 Elston Avenue

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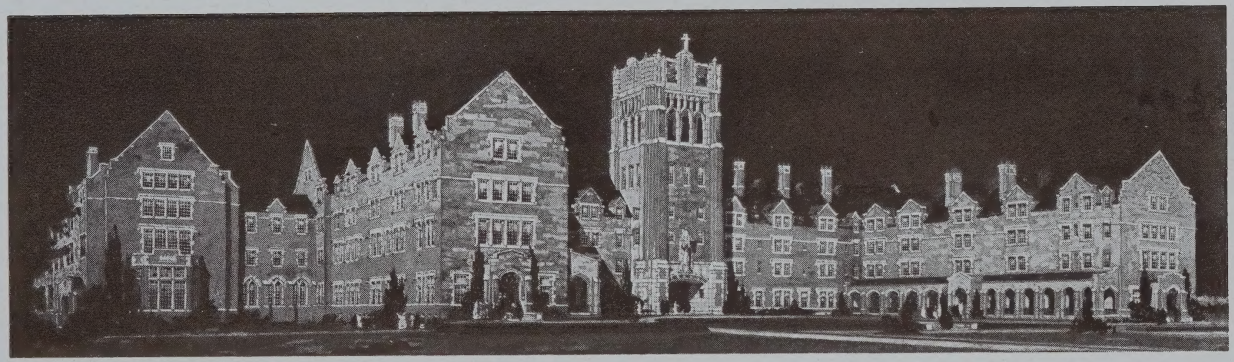

ST. MARY'S COLLEGE

Saint Mary's College

THE LIBRARY OF THE
MAR 13 1933
UNIVERSITY OF ILLINOIS.

Notre Dame, Indiana

1930-1931

CALENDAR

1930

September 15, 16, and 17 ..... *Registration*
Conditional Examinations

September 18 ..... *Classes*

October 13 ..... *Founder's Day*

November 27 ..... *Thanksgiving Day*

December 19 ..... *Christmas Vacation*

1931

January 6 ..... *Close of Vacation*

January 7 ..... *Classes Resumed*

February 2 ..... *Second Semester*

June 7 ..... *Baccalaureate Address*

June 9 ..... *Commencement*

FACULTY, 1929-1930

MOTHER M. PAULINE, LL.D. ..... *President*
SISTER M. CLAUDIA ..... *Dean*
SISTER M. EDITH ..... *Librarian*

I. The English and Journalism Group — Sister M. Eleanore, Ph.D., Chairman.

1. DEPARTMENT OF ENGLISH:
Sister M. Eleanore, Ph. D., Professor.
Sister M. Antonine, Instructor.
Sister M. Loretella, M.A., Professor.
Sister Marie de Lourdes, A.B., Instructor.
H. C. Staunton, M.A., Professor.
C. McCole, M.A., Instructor.
Rev. J. L. Carrico, C.S.C., Ph. D., Professor.

2. DEPARTMENT OF JOURNALISM:
Sister Maria Pieta, M.A., Instructor.
John M. Cooney, Ph. D., Professor.

II. The Foreign Language Group—Sister M. Francis Jerome, Ph.D., Chairman.

3. DEPARTMENT OF CLASSICAL LANGUAGES:
Sister M. Francis Jerome, Ph. D., Professor.
Sister M. Verda Clare, A.B., Instructor.
Miss Helen Carroll, A.B., Instructor.

4. DEPARTMENT OF MODERN FOREIGN LANGUAGES:
Sister M. Reynalde, M.A., Professor.
Sister M. Blanche, M.A., Professor.
Sister Maria Luisa, M.A., Instructor.
Sister M. Carmencita, A.B., Instructor.
Miss Mildred Todhunter, A.B., Instructor.

III. The Fine Arts Group—Sister Marie Cecile, Mus. D., Chairman.

5. DEPARTMENT OF MUSIC:
Sister Marie Cecile, Mus. D., Professor.
Sister M. Cordula, M.M., Instructor.
Sister M. Ruth, M.M., Instructor.
Sister M. Assunta, B.M., Instructor.
Sister M. Clement, M.M., Instructor.
Sister M. Aloysius, B.M., Instructor.
Sister M. Rita Estelle, M.M., Instructor.
Sister Monica Marie, M.M., Instructor.
Sister M. Cecilia, B.M., Instructor.
Richard Seidel, Instructor.

6. DEPARTMENT OF SPEECH AND DRAMATICS:
Sister M. Rose Elizabeth, M.A., Professor.
Miss Corienne Lowry, A.B., Instructor.
Miss Marie Powers, A.B., Instructor.

7. DEPARTMENT OF ART:
Sister M. Immaculata, Instructor.
Sister M. Edna, Instructor.

IV. The Natural Science Group — Sister M. Lucretia, Ph.D., Chairman.

8. Department of Chemistry and Biology:

Sister M. Lucretia, Ph. D., Professor.
Sister M. Florentine, M.S., Professor.

9. Department of Mathematics and Physics:

Sister Maria Consolata, M.A., Professor.
Daniel Hull, M.S., Instructor.

10. Department of Home Economics:

Sister M. Laurita, M.S., Instructor.
Miss Florence Clark, M.S., Instructor.

V. The Social Science Group — Sister M. Benedictus, Ph.D., Chairman.

11. Department of Sociology, Economics and Politics:

Sister M. Benedictus, Ph. D., Professor.
Sister M. Edward Joseph, M.A., Professor.
Miss Frances Hogan, M.A., Instructor.
Miss Lucy Reilly, R.N., Supervisor Social Case Work.

12. Department of History:

Sister Mary Magdalen, M.A., Instructor.
Miss Helen Cartier, M.A., Instructor.

13. Department of Secretarial Studies:

Miss Jane Horswell, A.B., Instructor.

VI. The Education Group—Sister Margaret Marie, M.A., Chairman.

14. Department of Secondary and Elementary Education:

Sister M. Louis Irene, M.A., Instructor.
Miss Muriel Tripp, A.B., Instructor.
Mr. W. F. Wall, M.A., Instructor.

15. Department of Physical Education:

Miss Kathryn Dowd, Instructor.
F. J. Powers, M.D., Medical Director.
Sister M. Wilfrid, B.S., Infirmarian.
Sister M. Carlotta, R.N., Assistant Infirmarian.

VII. The Philosophy Group—Sister Mary Verda, Ph.D., Chairman.

16. Department of Philosophy:

Sister Mary Verda, Ph. D., Professor.
Rev. Charles Miltner, C.S.C., Ph. D., Professor.

VIII. The Religion Group—Sister Mary Agnes, Ph. D., Chairman.

17. Department of Religion:

Sister Mary Agnes, Ph. D., Professor.

HISTORICAL SKETCH

THE CONGREGATION of the Sisters of the Holy Cross, whose Mother House is at St. Mary's of the Immaculate Conception, Notre Dame, St. Joseph County, Indiana, near South Bend, was founded at Le Mans, France, in 1841 by the Reverend Basil Anthony Moreau, Professor of Divinity in St. Vincent's Seminary, and Canon of the Cathedral.

In 1842 Reverend Edward Sorin was sent by Abbe Moreau to America to establish the Order of the Holy Cross in the New World. Vincennes, Indiana, was first selected, but not proving desirable the foundation was transferred to the present site of the University of Notre Dame du Lac and the scene of Father Badin's labors.

In 1843, four Sisters came from France to join Father Sorin and assist with the work commenced. They were followed by others, and in 1844 a Mother House and Novitiate for the Sisters of the Holy Cross in America, and an Academy for young ladies were begun at Bertrand, Michigan.

In 1855 the buildings and establishment at Bertrand were moved to the present site of St. Mary's, Notre Dame, Indiana, near South Bend. Here are the Mother House, the Novitiate or religious training school for the young members of the Community, and St. Mary's College and Academy for the higher education of young ladies.

ACCREDITMENT AND RECOGNITION

St. Mary's College is a standard college in the State of Indiana; holds membership in the Catholic Educational Association, North Central Association, American Council on Education, Association of American Colleges, American Federation of Arts, the International Federation of Catholic Alumnæ, and the American Association of University Women. The College is formally registered by the Board of Regents, State of New York, for its courses leading to the Bachelor degrees, and has been rated Class A by the University of Illinois.

The State Board of Education has formally accredited St. Mary's College for the four year courses in the Collegiate departments, offering majors; this is the highest recognition accorded by the State Board of Education.

SCHOLARSHIPS

The Patrick O'Brien Scholarship. Established in 1913 by a gift of $6,000 from the O'Brien family of South Bend, Indiana, in memory of their father, Patrick O'Brien. The income from the fund,

which amounts to $360, is awarded annually to a student who needs help and who has a high record of scholarship.

The Nellie Smyth-Nacey award. Established in 1927 by a gift of $1,000 from Nellie Smyth-Nacey, '00, as a living memorial of Sister M. Domitilla. The annual income of $60 is awarded to a student who is recommended by the college.

The Emily Hagerty-Bradley scholarship. Established in 1918 by a bequest of $4,000 from Emily Hagerty Bradley of St. Paul, Minnesota. The income amounting to $240 is awarded by the College to the student who is considered worthy of receiving help and has a high scholarship.

Communications

Mail, telegrams, express and freight for students should be addressed to St. Mary's College, Notre Dame, Indiana.

Telephone connections are made through the Indiana Bell Telephone Co., South Bend, Indiana. President's Office, 2-2067. Students, 3-0684, 3-0567.

All letters pertaining to the College, as well as those of inquiry regarding the courses of study, should be addressed to The Registrar, St. Mary's College, Notre Dame, Indiana.

The New York Central, the Grand Trunk Western, the Pennsylvania, the Chicago, South Bend & Northern Indiana and the Chicago, South Shore & South Bend railways run directly into South Bend. A trolley line runs from South Bend to St. Mary's every half hour.

GENERAL REGULATIONS

Admission Requirements

Application for admission should be made as early as possible in order to insure the prompt completion of preliminary arrangements. The registration blank may be obtained from the Registrar. Applicants must present satisfactory testimonials regarding their moral character and fitness for college work.

There are two methods of admission, one by certificate from an accredited high school, and the other by examination. Graduates

from accredited high schools are admitted by certificate; others by examination.

Admission by Certificate

Certificates of credit are accepted from high schools accredited by the North Central Association of Colleges and Secondary Schools, the Catholic University of America, state universities or state boards of education. Certificates of examination from the New York Board of Regents and from the College Entrance Examination Board are likewise accepted.

High school graduation with a record that includes fifteen or more standard high school units of recommendation grade is required. A unit means not less than thirty-six weeks of high school study with five recitations a week; the recitation period must be at least forty minutes long and laboratory periods ninety minutes.

These fifteen units must include all those listed in Group I and at least three units from Group II; three units from Group III may be presented to complete the required number.

Group I

English	3 units	Geometry	1 unit
*Language	2 units	Science	1 unit
Algebra	1 unit	History	1 unit

Group II

English, 4th year	1 unit	Advanced Algebra	½ unit
Latin	2 units	Solid Geometry	½ unit
German	2 to 4 units	Trigonometry	½ unit
French	2 to 4 units	Biology	1 unit
Spanish	2 to 4 units	Chemistry	1 unit
History	1 to 3 units	Physics	1 unit
Social Studies	1 to 2 units	Greek	2 units

Group III

Music
Drawing
Bookkeeping
Typewriting
Shorthand
Household Science
Household Art
Commercial Arithmetic
Commercial Geography

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* If candidates for a degree do not present two units in Latin upon entrance, they may remove the condition by taking Latin 1 and 2 during the freshman year.

Admission by Examination

Special examinations are required for the admission of the students who present certificates of credit and fifteen units from high schools not accredited by any standardizing agency. These examinations, held every year in June and in August, will cover the subjects of English, history, science, language and mathematics. The purpose of these examinations is to determine the qualifications of the applicant to enter college courses.

Admission to Advanced Standing

An applicant for admission to advanced standing must present (a) A letter of honorable dismissal, (b) A catalog of the college, marked to indicate the courses pursued and (c) A full statement of the courses completed, including those credited for entrance. This statement must be duly certified by the authorities of the institution and sent directly to the Registrar. Students may not register until this information is presented.

Classification of Students

Students are divided into freshmen, sophomores, juniors, and seniors. Until the completion of twenty-four semester hours in addition to the full admission requirements, they are classified as freshmen; fifty-six, sophomores, and eighty-eight, juniors. To be classified as senior, a student must have removed all conditions by the beginning of the senior year.

The students are expected to carry sixteen hours a week. After registration for class work a student may not add or drop a course without consulting the head of the department in which she is working and securing permission from the office of the director of studies.

The Master of Arts Degree

As a prerequisite for the Master's work the student must hold a Bachelor's degree from a college of approved standing. Every applicant must submit with the application for admission an official transcript of college credits and present the requisite undergraduate work for the graduate courses.

Twenty-four hours of graduate work are required and may be divided as follows: twenty-four hours in one subject or sixteen hours in the major subject and eight in the minor. A mere accumulation of credits, however, is not sufficient for admission to candidacy for the Master's degree; the student must have a wide knowledge of her subject and related fields.

A dissertation of five thousand words, a reading knowledge of one foreign language, and an examination in the major and minor subjects and the subject matter of the dissertation are required.

The Bachelor of Arts Degree

The degree of Bachelor is conferred on those students who have satisfied the admission requirements and completed satisfactorily a particular curriculum as outlined. Two years of residence are required. One hundred and twenty-eight semester hours of credit are required for graduation from any of the four year curriculums. A semester hour is one period of fifty minutes a week or one laboratory period of one hundred minutes throughout one college semester of eighteen weeks.

The curriculums for the degree of Bachelor are outlined under the several departments. The following are the degrees offered:

Bachelor of Arts	(A.B.)	Bachelor of Fine Arts	(B.F.A.)
Bachelor of Science	(B.S.)	Bachelor of Music	(B.M.)

The courses for the freshman year are almost entirely prescribed. The aim of the requirements is to make sure that the student does substantial work in one field of knowledge chosen by herself and secures at least an introduction to such courses as will make a broad foundation for future study. The requirements for a degree include English twenty hours, science six hours, philosophy eighteen hours, sociology six hours, language twelve hours. After the freshman year, all students take English and philosophy regardless of the field of specialization.

All freshmen and sophomores are required to take two hours of physical training a week; those excused by the school physician take a course in hygiene.

Students are classified in Religion according to previous instruction. Catholic students attend classes in Religion three periods a week.

Any student whose grade falls below passing in more than one-fourth of the hours for which she is registered in any semester may be placed on probation because of poor scholarship. A student on probation because of poor scholarship, who in the succeeding quarter fails to pass three-fourths of her hours is dropped from the college.

A thesis on some subject approved by the head of the department in which the student takes her major is required.

Quality of Work

Reports of scholarship are made both quarterly and annually. The grade scale is: A, 95-100; A—, 90-94; B, 85-89; B—, 80-84; C, 70-79; D, 60-69, condition; E, below 60, failure. 70 is the passing grade.

Degrees with honors are conferred on students who attain the standards of the following distinctions, which are based on the honor

point system. Honor points indicate the grade of work done and are computed as follows:

Each semester hour with a grade of A, three honor points.

Each semester hour with a grade of A—, two honor points.

Each semester hour with a grade of B, one honor point.

For the distinction *Cum Laude,* 150 honor points are required, *Magna Cum Laude,* 250 honor points, and *Maxima Cum Laude,* 350 honor points.

The standard of a student is determined by class work and semester examinations. The average for each semester in courses in major subjects must be at least 80 per cent. A condition may be removed by examination; failure can be removed by repetition only.

Absences

Students may be absent from class during the semester, without loss of grade or credit, the number of times that the class meets each week, provided that the excuse for absence has been accepted by the dean. After that, the student loses a tenth-hour credit for any absence. When absences total three times the number of hours that a class meets each week, the student loses one hour of credit; when absences total four times the number of class hours, she loses two hours of credit; when absences total five times the number of class hours, all credit for the course is lost. Three tardinesses are equivalent to one absence.

Absences that immediately follow or precede a vacation period cause a loss from the bulletin grade of five points for the first day and two points for every day following.

Health

The health of the students is in the care of the college physician and a trained nurse. Students on entering college receive a physical examination. Students are assigned to the regular, special or corrective physical education classes according to the physician's directions. Eligibility for competitive games and membership on athletic teams depends upon physical fitness as determined by the physician.

Students when ill are cared for in the infirmary, where a registered nurse is in charge. In case of serious illness, students are removed to St. Joseph's Hospital, South Bend, an institution in charge of the Sisters of the Holy Cross.

Students whose health interferes with their work may be asked to withdraw. The college aims to promote individual fitness, by following all health regulations conducive to that end.

THE ENGLISH AND JOURNALISM GROUP

SISTER M. ELEANORE, *Chairman*

DEPARTMENT OF ENGLISH

Sister M. Eleanore, Sister M. Loretella, Sister Marie de Lourdes, Mr. Staunton, Mr. McCole, Rev. J. L. Carrico, C.S.C.

The Department of English is especially concerned with the English language and literature. The aim of the curriculum is extensive: to acquaint the student with the English language not only in its present literary excellence but in its development through Old and Middle English as well; to give her an intensive acquaintance with the masterpieces of English literature and comprehensive knowledge of literature; and to develop as fully as possible her individual literary talent.

The particular subjects in the curriculum enable the student to carry out an extended course of study in connection with her especial interest and to secure at the same time a substantial cultural foundation in other subjects. For a student who expects to become a teacher it is recommended that she choose her electives from the Department of Education.

BACHELOR OF ARTS

FIRST SEMESTER		SECOND SEMESTER	
Freshman Year			
Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 1a	4	English 1b	4
Science	3	Science	3
Sociology 1	3	Sociology 1	3
Language	3	Language	3
Electives	3	Electives	3
Religion 1		Religion 1	
Sophomore Year			
English 2a, 2c	2	English 2b	2
English 12a	1	English 12a	1
English 3a	2	English 3b	2
English 13	1	English 13	1
Philosophy 1	3	Philosopohy 2	3
History 8	2	History 8	2
Language	3	Language	3
Electives	2	Electives	2
Religion 2		Religion 2	

Junior Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 5	3	English 6	3
English 11a	1	English 11a	1
English 4	2	English 4	2
English 13	1	English 13	1
Philosophy 3	3	Philosophy 4	3
Electives	6	Electives	6
Religion 3		Religion 3	

Senior Year

English 7, 8, 9	3	English 10	3
English 11b	1	English 11c	1
Philosophy 9	3	Philosophy 10	3
English 13	1	English 13	1
Religion 5	2	Religion 5	2
Electives	6	Thesis	1
Religion 4		Electives	5
		Religion 4	

DEPARTMENT OF JOURNALISM

Sister Maria Pieta, Dr. Cooney

Woman has always distinguished herself in the field of higher journalistic writing, and today, more than ever before, unusual opportunities are offered to her. Familiar, indeed, are the names of women prominent in contemporary poetry, essays, and fiction. There is a constant and rapid increase in the number holding prominent positions in this profession.

To prepare young women to take advantage of these unusual opportunities, the course of studies has been arranged to give the students instruction and practice in newspaper writing and editing, in the writing of special articles, in the preparation of magazine material, and in advertising.

Those who have a natural liking to write, are interested in human beings, can reason logically, and have a high appreciation of the moral purpose of the profession, are the most desirable students.

Since the profession of a journalist touches on all phases of life, the course is so arranged that the greater part of the time is devoted to subjects which will ground the student in fundamentals and give her a broad cultural training.

Members of the journalism department are given some practical training on *The Blue Mantle,* the year-book, and the official college publication, the *St. Mary's Chimes,* issued bi-monthly. The purpose of its magazine section is to encourage the higher literary expression of the students. *Static,* devoted to newspaper articles, is written, edited, and managed by members of the department.

Special talks by editors and writers in active service are given from time to time for the journalism students.

Members of the senior class study newspaper work firsthand; they receive practical instruction from the Editor of *The South Bend Tribune,* study the mechanical departments of the plant, observe demonstrations, receive assignments, and take an actual part in the production of the paper for a period of the year. The course in practical work is required for a degree.

Typewriting is a prerequisite for Journalism.

BACHELOR OF ARTS

Freshman Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 1a	4	English 1b	4
Science	3	Science	3
Sociology 1	3	Sociology 1	3
Language	3	Language	3
Electives	3	Electives	3
Religion 1		Religion 1	

Sophomore Year

Journalism 4	4	Journalism 1, 2, 3	4
Politics 3	3	Politics 3	3
History 7	1	History 7	1
English 11a, 13	2	English 11b, 13	2
Philosophy 1	3	Philosophy 2	3
Language	3	Language	3
Religion 2		Religion 2	

Junior Year

Journalism 5, 6	4	Journalism 9, 16	4
English 5	3	English 6	3
Philosophy 4	3	History 4	3
History 8	2	Philosophy 3	3
English 13	1	History 8	2
Economics 3	3	English 13	1
Religion 3		Religion 3	

Senior Year

Journalism 7, 8, 18	6	Journalism 12, 13	2
English 9, 13	2	English 10, 13	4
Philosophy 9	3	Philosophy 10	3
Religion 5	2	Religion 5	2
*Electives	3	Thesis	1
Religion 4		*Electives	4
		Religion 4	

* Recommendation: 1. Play Writing, 2. History, 3. American Literature, 4. English Literature, 5. Drama, 6. Poetry, 7. Sociology.

THE FOREIGN LANGUAGE GROUP

SISTER M. FRANCIS JEROME, *Chairman*

DEPARTMENT OF CLASSICAL LANGUAGES AND LITERATURE

Sister M. Francis Jerome, Sister M. Verda Clare, Miss Carroll.

This department proposes, first, that the student be able to read Latin and Greek understandingly and thus to see in the classics the literary masterpieces of antiquity, to enjoy them to the fullest and be able to evaluate the part they have played in developing our own English language and literature. Secondly, it aims to make the classics a medium through which the student may develop in herself the power of literary expression in English.

The curriculum includes a major in Greek and a minor in Latin, or vice versa, four years of English, three years of Philosophy, one year of Science, one year of History (Greek and Roman) and electives.

Four years of Latin and two years of Greek are prerequisites for admission to this course. Should the student not be able to furnish the full requirements she may find an opportunity to complete them during her college term.

BACHELOR OF ARTS

FIRST SEMESTER		SECOND SEMESTER	
Freshman Year			
Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 1a	4	English 1b	4
Greek 3	3	Greek 3	3
History 1	3	History 2	3
Science	3	Science	3
Latin 11	3	Latin 7	3
Religion 1		Religion 1	
Sophomore Year			
Major		Major	
Minor		Minor	
English 2a, 2c, 13	3	English 2b, 13	3
Philosophy 1	3	Philosophy 2	3
Religion 2		Religion 2	
Junior Year			
Major		Major	
Minor		Minor	
English	2	English	2
Philosophy 3	3	Philosophy 4	3
History 8	2	History 8	2
Religion 3		Religion 3	

Senior Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
Major		Major	
English	2	English	2
Philosophy 9	3	Philosophy 10	3
Religion 5	2	Religion 5	2
Electives		Thesis	1
Religion 4		Electives	
		Religion 4	

DEPARTMENT OF MODERN FOREIGN LANGUAGES

Sister M. Reynalde, Sister M. Blanche, Sister Maria Luisa, Sister M. Carmencita, Miss Todhunter.

In view of the close relations existing between the United States and the Spanish American countries, a knowledge of the Spanish language is a real American asset, having inestimable value in politics, culture and trade. Critics point to Spanish American Literature as a "young literature of new and powerful thought" with which the cultured people of the world should keep in touch. It is said that such a knowledge is essential to a sympathetic understanding between the peoples of the United States and of Spanish America.

In this department majors are offered in French, Spanish and Italian; minors may be selected in any other department.

BACHELOR OF ARTS

First Semester		Second Semester	
Freshman Year			
Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 1a	4	English 1b	4
Science	3	Science	3
Sociology 1	3	Sociology 1	3
Language	3	Language	3
Electives	3	Electives	3
Religion 1		Religion 1	
Sophomore Year			
Major		Major	
Minor		Minor	
English	2	English	2
Philosophy 1	3	Philosophy 2	3
History 8	2	History 8	2
Electives		Electives	
Religion 2		Religion 2	
Junior Year			
Major		Major	
Minor		Minor	
Philosophy 3	3	Philosophy 4	3
English	2	English	2
Electives		Electives	
Religion 3		Religion 3	

Senior Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
Major		Major	
Philosophy 9	3	Philosophy 10	3
English	2	English	2
Religion 5	2	Religion 5	2
Electives		Thesis	1
Religion 4		Electives	
		Religion 4	

THE FINE ARTS GROUP

SISTER MARIE CECILE, *Chairman*

DEPARTMENT OF MUSIC

Sister Marie Cecile, Sister M. Cordula, Sister M. Ruth, Sister M. Assunta, Sister M. Clement, Sister M. Aloysius, Sister M. Rita Estelle, Sister Monica Marie, Sister M. Cecilia, Mr. Seidel

This department presents a comprehensive course of study and offers every advantage to students desiring a musical education. Students wishing to follow the study of music as an accomplishment, not aiming at a Normal diploma or a professional degree, have the privilege of entering the general classes in Theory of Music, and receiving full attention in instrumental training. Art Progressive Series Graded Lessons will be given upon application for the same.

Students who present an instrument as their major give a recital before the faculty during the junior year; if this is satisfactory, they are admitted to senior standing. Music students attend all concerts and recitals given under the auspices of the department.

Prerequisite: Second Junior in Music.

Students will be examined upon entrance and will be classified as to their standing. At the end of the first quarter students are reclassified if necessary.

BACHELOR OF MUSIC

PIANO OR VIOLIN

FIRST SEMESTER — SECOND SEMESTER

Freshman Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
Major	6	Major	6
Music 9a	3	Music 9b	3
Music 2, 8	3	Music 2, 8	3
English 1a	4	English 1b	4
Religion 1		Religion 1	

Sophomore Year

Major	6	Major	6
Music 10a	3	Music 10b	3
Music 14	2	Music 14	2
English	2	English	2
Philosophy 1	3	Philosophy 2	3
Religion 2		Religion 2	

Junior Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
Major	6	Major	6
Music 11	2	Music 15	2
Music 12	3	Music 13	3
English 2	2	English 2	2
Philosophy 3	3	Philosophy 4	3
Religion 3		Religion 3	

Senior Year

Major	6	Major	5
Music 15	3	Music 15	2
English	2	English	2
Philosophy 9	3	Philosophy 10	3
Religion 5	2	Religion 5	2
Religion 4		Recital	1
		Thesis	1
		Religion 4	

BACHELOR OF MUSIC

Organ

First Semester		Second Semester	
Freshman Year			
Organ	4	Organ	4
Music 9a	3	Music 9b	3
Music 2	2	Music 2	2
Language	3	Language	3
English	4	English	4
Religion 1		Religion 1	
Sophomore Year			
Organ	3	Organ	3
Music 10a	3	Music 10b	3
Music 14	2	Music 8	1
Philosophy 1	3	Organ Literature	1
Language	3	Philosophy 2	3
English	2	Language	3
Religion 2		English	2
		Religion 2	
Junior Year			
Organ	4	Organ	4
Music 12	3	Music 15	3
Music 11	2	Music 11	2
Philosophy 3	3	Philosophy 4	3
English	2	English	2
History 8	2	History 8	2
Religion 3		Religion 3	
Senior Year			
Organ	6	Organ	5
Music 15	3	Music 15	2
Philosophy 9	3	Philosophy 10	3
English	2	English	2
Religion 5	2	Religion 5	2
Religion 4		Recital	1
		Thesis	1
		Religion 4	

BACHELOR OF MUSIC

Voice

Students who follow this curriculum must have completed the preparatory course in piano on entrance, and by the junior year play accompaniments of medium difficulty. A deficiency in this respect may be made up during the freshman and sophomore years but the work must be done without credit.

The language requirement for the curriculum in voice is two years of French, two years of Italian and two years of German.

Students who major in voice take an hour-lesson a week during the freshman and sophomore years and two hour-lessons a week during the junior and senior years. They attend the vocal class during the four years.

First Semester		Second Semester	
	Freshman Year		
Subject	Sem. Hrs.	Subject	Sem. Hrs.
Voice	2	Voice	2
Piano	2	Piano	2
Music 9a	3	Music 9b	3
Music 6	2	Music 6	2
English	4	English	4
Language	3	Language	3
Religion 1		Religion 1	
	Sophomore Year		
Voice	2	Voice	2
Piano 1	1	Piano 1	1
Music 10a	3	Music 10b	3
Music 6	2	Music 6	2
English	2	English	2
Language	3	Language	3
Philosophy 1	3	Philosophy 2	3
Religion 2		Religion 2	
	Junior Year		
Voice	4	Voice	4
Music 14	2	Music 14	2
Music 2	2	Music 2	2
English	2	English	2
Language	3	Language	3
Philosophy 3	3	Philosophy	3
Religion 3		Religion 3	
	Senior Year		
Voice	4	Voice	4
Music 4	2	Music 15	2
Music 15	2	Music 7	1
Music 7	1	English	2
English	2	Religion 5	2
Religion 5	2	Philosophy 9	3
Philosophy 10	3	Recital	1
Religion 4		Thesis	1
		Religion 4	

BACHELOR OF MUSIC

To Prepare Supervisors and High School Teachers

This curriculum prepares the students for the position of Director of Music in High Schools. A Special High School Teacher's License and the Degree Bachelor of Music are obtained upon the satisfactory completion of the curriculum outlined.

Students who follow this curriculum are members of the Glee Club and Vocal Class; both organizations afford opportunities for practical experience in the professional work which they are preparing to follow.

Prerequisites: Second Intermediate in Music.

First Semester		Second Semester	
	Freshman Year		
Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 1a	4	English 1b	4
Voice	1	Voice	1
Music 1	2	Music 1	2
Music 6	2	Music 6	2
Music 7	2	Music 7	2
Music 9a	3	Music 9b	3
Piano	2	Piano	2
Religion 1		Religion 1	
	Sophomore Year		
English	2	English	2
Voice	1	Voice	1
Music 5	2	Music 5	2
Music 2	2	Music 2	2
Music 10a	3	Music 10b	3
Music 6	2	Music 6	2
Philosophy 1	3	Philosophy 2	3
Piano	1	Piano	1
Religion 2		Religion 2	
	Junior Year		
English	2	English	2
Voice	1	Music 14	3
Music 12	2	Music 13	2
Music 3	2	Education 2a	3
Music 8	2	Education 8	3
Music 6	1	Philosophy 4	3
Education 3	3	Religion 3	
Philosophy 3	3		
Religion 3			
	Senior Year		
English	2	English	2
Music 4	2	Ensemble	1
Ensemble	1	Religion 5	2
Religion 5	2	Education 13	4
Education 13	6	Education 16	3
Philosophy 9	3	Philosophy 10	3
Religion 4		Thesis	1
		Religion 4	

NORMAL COURSES

The Normal course in Piano is designed to provide a thorough training in every subject that has any bearing on the department of music. With the completion of this course students will be well equipped to teach children from the preparatory through the intermediate grades. Students receiving the Intermediate Teachers' Certificate must have completed the high school course in English and the following work in Piano:

(1) Technic: All major and minor scales, using the different touches, chromatic scales, triads, dominant 7th and diminished 7th chords, in their simple form and broken up into arpeggios using the different touches, grand arpeggios and octaves.

(2) Literature: A limited number of Etudes by standard composers, sonatas, of moderate difficulty by Haydn, Mozart and Beethoven.

(3) Compositions: Works of modern difficulty by Mendelssohn, Chopin, Liszt, Jensen, Tschaikowsky, MacDowell, Chaminade, Rachmaninoff and Poldini.

ELEMENTARY TEACHER'S CURRICULUM IN MUSIC

The training given in this curriculum fits the student for a position as director of music in the elementary grades. The prerequisite is that students entering this course be classified as Second Intermediates in music.

Freshman Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
Music 1	2	Music 14	2
Music 6	2	Music 6	2
Music 9a	3	Music 9b	3
Voice	1	Music 5	2
Piano	1	Voice	1
English 1a	4	Education 2b	3
Education 7	3	Education 6	3
Religion 1		Religion 1	

Sophomore Year

Music 2	2	Music 2	2
Music 7	1	Music 8	1
Music 6	2	Music 6	2
Music 10a	3	Music 5	2
Music 5	2	Voice	1
Voice	1	Education 13	2
Education 13	4	Education 17	3
English	1	Philosophy 2	3
Religion 2		Religion 2	

PROFESSIONAL CURRICULUMS

1. The Preparatory.
2. The Intermediate.
3. The Elementary Teacher's Curriculum.
4. The Graduate—Diploma.
5. The Post-Graduate—Degree Bachelor of Music.
6. The Supervisor's Curriculum—Degree Bachelor of Music.
7. The Artist Curriculum—Degree Master of Music.

Plan of Instruction

PIANO

Preparatory Curriculum

Technic.—Major, minor, and chromatic scales. Principal triads and cadences. Exercises from approved sources.

Studies.—Ten Easiest pieces, Bach-Faelten, Czerny, Loeschhorn, Koehler, Artistic and Melodious Studies—Mrs. Virgil.

Sonatinas.—Sonatinen Album. To. 2007. (Collection Litolff).

Pieces.—Compositions by Reinecke, Lange, Lichner, Spindler, Gurlitt, Kullack's Scenes from Childhood.

Intermediate Curriculum

Technic.—Scales in rhythms of quarters, eighths, sixteenths, Arpeggios. Common chords in three positions, various touches applied. Octaves.

Studies.—Bach's Little Preludes (Kullack Edition). Duvernoy's School of Mechanism. Czerny Op. 299. Heller Op. 47 and 45. Bach's Two Voiced Inventions.

Sonatas.—Selections from Haydn, Mozart, Beethoven.

Pieces.—Simple selections from Mendelssohn's Songs Without Words. Also compositions by modern composers as Heller, Bendel, Godard, Bohm, Lack, Nevin, Denee.

Junior Curriculum

Technic.—Major and minor scales in thirds, sixths, and tenths. Rhythms and touches continued. Octaves in all keys in similar motion with various touches. Four-toned chords.

Studies.—Selections from Czerny, Op. 740. Two Voiced Inventions completed and English Suites, Bach, commenced.

Sonatas.—Haydn, Mozart, Beethoven.

Pieces.—Schubert, Mendelssohn's Songs Without Words continued, Chopin, Liszt, Jensen, Tschaikowsky, Brahms, MacDowell, Chaminade, Rachmaninoff, Poldini.

Graduate Curriculum—Diploma

This Diploma is conferred only on students who have completed the Graduate curriculums in Applied Music, Harmony, Counterpoint,

and Composition. Students of the Graduate Curriculum are required to join the Ensemble Class, which meets every week, in order to become proficient in the art of interpretation, to acquire a greater facility in sight reading, and to cultivate the finer qualities of finished musicianship.

TECHNIC.—Rapid major and minor scales in thirds, sixths and tenths, taken with various touches and in rhythms. Four-toned chords with their inversions. Octaves. Arpeggios.

STUDIES.—Bach's English and French Suites completed, and Well-tempered Clavichord begun.

SONATAS.—Mozart, Beethoven, Grieg.

ETUDES.—Chopin, Liszt, Moszkowski.

PIECES.—Compositions of Chopin, Liszt, Brahms, Tschaikowsky, Dvorak, Moszkowski, MacDowell, and others of the Modern School. The art of accompanying.

Post-Graduate Curriculum—Degree Bachelor of Music.

TECHNIC.—Chromatic scales beginning on any note—similar and contrary motion. Scales in doubles, thirds and sixths. Four-toned chords, solid and broken forms. Octaves and Arpeggios.

STUDIES.—Well-tempered Clavichord, continued.

SONATAS.—Mozart, Beethoven, Schumann, Schubert, Grieg, MacDowell.

ETUDES.—Chopin, Liszt, Moszkowski, continued.

CONCERTOS.—Bach, Mozart, Weber, Chopin, Liszt, Rubinstein, Moszkowski, Saint-Saens, Tschaikowsky, Heller.

FUGUES.—Bach. Also Italian Concerto, Chromatic Fantasie and Fugue, Toccata and Fugue in D Minor.

Artist Curriculum—Degree Master of Music.

An extensive repertoire of the highest grade of classic and modern piano literature is required in this course. Theoretical studies must be continued and a number of musical compositions, and a thesis on a musical subject of importance must be submitted.

PIPE ORGAN

A knowledge of piano is required before beginning the study of the organ. Three modern two-manual organs are placed at the disposal of the students.

Preparatory Curriculum

Acquiring an organ touch and pedal technic. Rink's Organ School. Pedal Studies, Schneider. First principles of registration. Plain simple organ trios, hymns, chorals. Simple compositions of standard organ composers.

Intermediate Curriculum

Studies in pedal phrasing, Dudley Buck. Little Preludes and Fugues, Bach. Easier Sonatas of Mendelssohn. Compositions of moderate difficulty by Dubois, Guilmant.

Junior Curriculum

More difficult sonatas of Mendelssohn, Guilmant. Greater Fugues of Bach. Art of accompanying. Arranging of piano accompaniments for organ. Compositions by Guilmant, Rheinberger, Saint-Saens.

Graduate Curriculum—Diploma.

Sonatas, Bach, Rheinberger. Compositions by Widor, Liszt, Thiele, Reger.

Post-Graduate Curriculum—Degree Bachelor of Music.

Transcribing of piano compositions for the organ. Concertos, Handel. Symphonies, Widor, and the greater works of classical and modern organ literature.

Artist Curriculum—Degree Master of Music.

Students in this department must display a higher degree of proficiency at the instrument, possess an extensive repertoire, including the master works of organ literature. They must also present a number of original compositions in the higher forms for the organ.

VIOLIN

Preparatory Curriculum

First Division—Hermann Violin School 1. Exercises by R. Hofmann and Wohlfahrt. Pieces by Jacoby, Ehrhardt, Papini, Dancla.

Second Division—Exercises by Kayser, Book I. Hermann, Book I, continued. Pieces by Bohm, H. Sitt, Danbe.

Intermediate Curriculum

First Division—Positions by Ries II. Exercises by Kayser, Book II. Mazas, Book I. Scales by Schradieck. Studies by Dancla, Op. 8. Pieces by Singles, Alard, Leonard, Bohm.

Second Division—Positions by Sevcik. Forty-two studies by Kreutzer, and selections by Fiorillo. Concerto by Acolay (A minor). Concertina, Ortman, and others.

Junior Curriculum

First Division—Completing selections from Florilla. Twelve studies by Rode. Scales in thirds and sixths by Schradieck. Pieces by Berict (Scene de Ballet), Alard and short solos. Concerto by Viotti, No. 23.

Second Division—Scales in octaves and tenths, and chromatic by Schradieck. Studies by Rode, completed. Pieces by Alard (Fantasies). Concertos by Rode, Kreutzer, and others.

Graduate Curriculum—Diploma.

Sevcik. Op. 1, Books 3 and 4. Studies by Beriot. Twenty studies by Dancla. Studies of chords, triads, seventh chords. Concertos by Beriot, Nos. 7 and 9. Concertos by Spohr, Nos. 2 and II. Concertos by Mozart (E major) and David (minor).

Post-Graduate Curriculum—Degree Bachelor of Music.

Exercises by Rovelli. Studies by Gavinies, Beriot, Mazas III, Gradus and Parnassum by Dont. Pieces by Ries (Suites), Vieuxtemps. Reverie, Ballade et Polonaise. Concertos by Spohr, Nos. 7 and 9, and Bruch (G major).

Artist Curriculum—Degree Master of Music.

Studies by Wieniawski. Caprices by Paganini. Concertos by Beethoven, Mendelssohn and Saint-Saens. Sonatas by Bach. Pieces Saint-Saens, Rondo Capricciose Wieniawski, Scherzo Tarantella, and selections from modern composers.

Ensemble Playing

In the Graduate, Post-Graduate, and Artist Courses of Piano and Violin, Ensemble playing is obligatory. To play accompaniments well requires special training. In this course Sonatas for Violin and Piano by Bach, Beethoven, Mozart, Haydn, Schubert, and Rubinstein are prescribed; classical and modern compositions of other forms are also used.

Students in the Intermediate and Junior courses are advised to join the Ensemble class; two semester hours credit are allowed for each year's training.

THEORY OF MUSIC

Preparatory Curriculum

This includes general theory, elementary harmony, ear training, and sight reading. These practical lessons are at times varied by reading from the lives of the masters, and current topics of the music world.

Harmony Curriculum

This course embraces two and a half years of graded work: Harmony, Chadwick; Ear Training, Heacox; Form and Analysis, and History of Music.

Graduate Curriculum

Counterpoint, Canon and Fugue, Free Composition, Accoustics and higher musical form.

Post-Graduate Curriculum

Musical theory and composition are continued with the additional study of orchestration. Before receiving the degree of Bachelor of Music, an original composition and a thesis on some musical subject is required.

Artist Curriculum

Continuation of theoretical study. Original compositions.

HARMONY, COUNTERPOINT, FUGUE, COMPOSITION, ORCHESTRATION

Students majoring in these subjects, aiming at the degree Bachelor of Music, following the theoretical course as outlined for the Piano through the graduate year.

Post-Graduate Curriculum—Degree Bachelor of Music.

Musical theory and composition continued with the additional study of orchestration. Original compositions in various styles must be submitted.

Artist Curriculum—Degree Master of Music.

The requirements for this degree are in general; an orchestral work; six songs, either solo or part songs; six short pieces for piano or piano in combination with other instruments, such as Violin or Cello. A composition for chorus, solo, or orchestra may be substituted for the chamber music work.

No definite time can be fixed for the accomplishment of this work.

VOICE

Preparatory Curriculum

Elementary voice culture, including physiology of the voice, breath control, position, tone-placement, resonance, throat freedom, attack, phrasing, rhythm and accent, diction as applied to singing. Sight singing; the study of intervals, scales and arpeggi in simple form. Application of these principles in easy songs. Vocalises and Solfeggi selected from works of Root, Sieber, Concone, Behnke Pearce, Vaccai; Henneman "101 Master Exercises"; Masterpieces of Vocalization by Spicker Book I and II.

Intermediate Curriculum

Continued study of scales and arpeggi in all forms. Vocal embellishments—further development of flexibility, tone color, phrasing. Practical application of the same in songs of the best literature and of moderate requirements. Songs in one foreign language. Duets, trios, quartets. Chorus singing. Vocalises and solfeggi of Concone, Marchesi, Lutgen, Root, Panofka, Bordese. Masterpieces of Vocalization Books II and IV.

Junior Curriculum

Art songs, recitatives and arias in three foreign languages. Teaching, conducting, accompanying. Pupils having completed this course may teach; on condition that they demonstrate satisfactorily their ability as singers and accompanists and prove to have practical knowledge of the principles pertaining to the teaching of voice.

A complete outline of repertory must be submitted and an examination which includes scales, arpeggi, piano and sight reading be passed before a board of examiners.

Post-Graduate Curriculum (Bachelor of Music Degree)

Further study from the Repertoire of the great Masters of vocal literature. Interpretation of the higher vocal works including oratorio and opera.

The candidate should be prepared to present a program including arias from operas and oratorios in English and in two foreign languages; classics of German, French and Italian composers. Modern American Songs.

Artist Curriculum (Master of Music Degree)

Candidates must submit an extensive repertory including selections from the highest grade of song literature, the opera and oratorio. The successful candidate is now ready for a professional debut.

Theoretical requirements include harmony, counterpoint, composition, canon and fugue, orchestration.

Vocal Class

Every student following the vocal curriculum becomes a member of the vocal class which meets an hour a week, during which time students receive practical talks on the voice, sight singing, ear training, chorus singing, and program review. Students outside the regular curriculum may enter the vocal class.

The object and advantage of singing in class are: first, training of a musical ear by hearing and singing part music; second, singing in time; third, cultivating a taste for the higher forms of vocal music—namely, concerted work; fourth, learn to recognize different tone qualities in other voices; and fifth, reading music at sight.

MUSIC ORGANIZATIONS

Students who have acquired some degree of technical proficiency have the privilege of belonging to one or more of the musical clubs, organized for the purpose of giving practice in ensemble playing.

"St. Mary's Orchestra" includes the violin, viola, violincello, harp, and piano. "St. Mary's Glee Club" consists of students possessing the following requirements: a good voice, musicianship, and ability to read music at sight. Among the advantages derived from ensemble work are the power of dual attention which it cultivates, the accuracy which it insures, and the knowledge of science of music necessarily gained. Organ students possessing the necessary qualifications are admitted to Saint Cecilia's Diapason Club. The object of the Club is to study the various schools of organ music and to develop a taste for the best in organ literature.

CONCERTS AND RECITALS

At intervals the students assist at concerts, either as performers or as listeners. Pianists, violinists, and concert companies of acknowl-

edged rank in the musical world contribute to the general culture of those following the courses in the Department of Music, and the students sometimes enjoy the privilege of accompanying the musicians of note who appear on the music platform of St. Mary's. Of special value and importance are the recitals given by the students themselves.

DEPARTMENT OF ART

Sister M. Immaculata, Sister M. Edna.

The Art Department has a well selected equipment, comprising a working library of volumes on industrial and fine arts, and educational subjects, supplemented by a collection of photographs, prints, lantern slides, and a large number of casts from the antique. The library is a reference library, and is not intended for circulation purposes. The most important current magazines are available.

To qualify for the first year of the course in Drawing and Painting, applicants are required either to have completed satisfactorily the work covered by Fine Arts 1 or to submit drawings covering the work required.

Certificates of proficiency are issued to students who have accomplished the prescribed studies in Decorative Design and Ceramic.

The instruction is by occasional criticism and demonstrations of the work. The object is to help the student in self-development, in observing accurately, and in representing readily what is seen. Every means is taken to encourage individuality in the student. Special classes are conducted for those unable to attend the regular classes. Instructions are given in the various mediums, charcoal, pencil, pen and ink, water color and oil, ceramic, decoration, and modeling, in any one of which students may major.

BACHELOR OF FINE ARTS

Freshman Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 1a	4	English 1b	4
Fine Arts 6a	2	Fine Arts 6b	2
Fine Arts 1a	3	Fine Arts 1b	3
Fine Arts 2a	3	Fine Arts 2b	3
Language	3	Language	3
Elective	1	Elective	1
Religion 1		Religion 1	

Sophomore Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
Major		Major	
Fine Arts 6c	2	Fine Arts 6d	2
English	2	English	2
Philosophy 1	3	Philosophy 2	3
History 8	2	History 8	2
Language	3	Language	3
Religion 2		Religion 2	

Junior Year

Major		Major	
Minor		Minor	
Philosophy 3	3	Philosophy 4	3
English	2	English	2
Electives		Electives	
Religion 3		Religion 3	

Senior Year

Major		Major	
Minor		Minor	
Philosophy 9	3	Philosophy 10	3
English	2	English	2
Religion 5	2	Religion 5	2
Religion 4		Thesis	1
		Religion 4	

BACHELOR OF FINE ARTS

To Prepare Supervisors and High School Teachers

Freshman Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
Fine Arts 1a	3	Fine Arts 1b	3
Fine Arts 2a	3	Fine Arts 2b	3
Fine Arts 6a	2	Fine Arts 6b	2
English 1a	4	English 1b	4
Elective	4	Elective	4
Religion 1		Religion 1	

Sophomore Year

Fine Arts 3a	4	Fine Arts 8	4
Fine Arts 7	3	Fine Arts 9	3
Fine Arts 6c	2	Fine Arts 6d	2
English	2	English	2
Philosophy 1	3	Philosophy 2	3
History 8	2	History 8	2
Religion 2		Religion 2	

Junior Year

Fine Arts 3b	3	Fine Arts 4a	3
Fine Arts 12a	3	Fine Arts 5	2
Fine Arts 8	2	English	2
English	2	Education 2a	3
Education 3	3	Education 8	3
Philosophy 3	3	Philosophy 4	3
Religion 3		Religion 3	

Senior Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
Fine Arts 11	2	Education 14	5
Fine Arts 14	2	Education 16	3
English	2	English	2
Education 14	5	Philosophy 10	3
Religion 5	2	Religion 5	2
Philosophy 9	3	Thesis	1
Religion 4		Religion 4	

ELEMENTARY TEACHER'S CURRICULUM

In Art

FIRST SEMESTER — SECOND SEMESTER

Freshman Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
Fine Arts 1a	4	Fine Arts 1b	3
Fine Arts 2a	3	Fine Arts 2b	3
Fine Arts 6a	2	Fine Arts 6b	2
English 1a	4	Fine Arts 3	2
Education 7	3	Education 2b	3
Religion 1		Education 6	3
		Religion 1	

Sophomore Year

Fine Arts 4b	2	Fine Arts 8	2
Fine Arts 11	2	Fine Arts 5	2
Fine Arts 7	2	Fine Arts 12	2
Fine Arts 3a	2	Fine Arts 6d	2
Fine Arts 6c	2	Education 14	2
Education 14	4	Education 17	3
English	2	Philosophy 2	3
Religion 2		Religion 2	

THE DEPARTMENT OF SPEECH

Sister M. Rose Elizabeth, Miss Lowry, Miss Powers

The aim of this department is to develop ability to read easily and to speak clearly. Education in thought, expression of emotion, and personality are revealed by effective speech. Leadership in assemblies and training in Parliamentary Law are also included in this curriculum.

Students are advised to study both Voice and Dancing: the former, for the purpose of developing flexibility, range, and tonal quality of the voice; and the latter, in order to acquire a graceful control of the body.

First Semester		Second Semester	
	Freshman Year		
Subject	**Sem. Hrs.**	**Subject**	**Sem. Hrs.**
English 1a	4	English 1b	4
English 11a	1	English 11b	1
Speech 1	2	Speech 1	2
Speech 5, 6	2	Speech 5, 6	2
Speech 7	1	Speech 7	1
Science 3	3	Science 16	3
Language	3	Language	3
Religion 1		Religion 1	
	Sophomore Year		
English 2a, 2c, 12a, 13	4	English 2b, 12a, 13	4
Speech 4	2	Speech 4	2
Speech 5, 6	2	Speech 5, 6	2
Philosophy 1	3	Philosophy 2	3
History 8	2	History 8	2
Language	3	Language	3
Religion 2		Religion 2	
	Junior Year		
Speech	11	Speech	11
English	2	English	2
Philosophy 3	3	Philosophy 4	3
Religion 3		Religion 3	
	Senior Year		
Speech	9	Speech	7
English	2	English	2
Philosophy 9	3	Philosophy 10	3
Religion 5	2	Religion 5	2
Religion 4		Recital	1
		Thesis	1
		Religion 4	

THE NATURAL SCIENCE GROUP

Sister M. Lucretia, *Chairman*

DEPARTMENT OF CHEMISTRY AND BIOLOGY

Sister M. Lucretia, Sister M. Florentine

The Division of Science embraces the departments of Chemistry, Pharmacy and Biology. After a general knowledge of the fundamental laws has been obtained students may begin specialization. The prerequisites for the medical curriculum are presented by this department. The language requirement is French, German or Latin.

BACHELOR OF SCIENCE

First Semester		Second Semester	
	Freshman Year		
Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 1a	4	English 1b	4
Mathematics 3	4	Mathematics 4	4
Language	3	Language	3
Electives	5	Electives	5
Religion 1		Religion 1	
	Sophomore Year		
Major		Major	
Minor		Minor	
Philosophy 1	3	Philosophy 2	3
English	2	English	2
Language	3	Language	3
History 8	2	History 8	2
Religion 2		Religion 2	
	Junior Year		
Major		Major	
Minor		Minor	
Philosophy 3	3	Philosophy 4	3
English	2	English	2
Electives		Electives	
Religion 3		Religion 3	
	Senior Year		
Major		Major	
Philosophy 9	3	Philosophy 10	3
English	2	English	2
Religion 5	2	Religion 5	2
Electives		Thesis	1
Religion 4		Electives	
		Religion 4	

DEPARTMENT OF HOME ECONOMICS

Sister M. Laurita, Miss Clarke

Students in Home Economics may major in Nutrition, Clothing, or Nutrition and Clothing; the electives allow for courses from the Department of Education in order that students may meet the State requirements for teachers. The degree of Bachelor of Science is issued to students whose major is Science and minor, Home Economics or vice versa. If they wish to qualify as Special High School Teachers of Home Economics, students should follow the second curriculum outlined. The language requirement for this department is French, German or Latin. The electives offered in the Home Economics department are: Child Nutrition, Chemistry of Food, Lunchroom Management, Meal Service, Diet in Disease, The House, Bacteriology,

Millinery, Costume Design, Household Arts Design, Household Crafts, and History of Costume.

BACHELOR OF SCIENCE

First Semester		Second Semester	
Freshman Year			
Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 1a	4	English 1b	4
Science 3	3	Science 16	3
Language	3	Language	3
Electives	6	Electives	6
Religion 1		Religion 1	
Sophomore Year			
Major		Major	
Minor		Minor	
English	2	English	2
Philosophy 1	3	Philosophy 2	3
History 8	2	History 8	2
Language	3	Language	3
Religion 2		Religion 2	
Junior Year			
Major		Minor	
Minor		Major	
Philosophy 3	3	Philosophy 4	3
English	2	English	2
Electives		Electives	
Religion 3		Religion 3	
Senior Year			
Major		Major	
Philosophy 10	3	Philosophy 8	3
English	2	English	2
Religion 5	2	Religion 5	2
Electives		Thesis	1
Religion 4		Electives	
		Religion 4	

BACHELOR OF SCIENCE

Special Curriculum for High School Teachers

First Semester		Second Semester	
Freshman Year			
Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 1a	4	English 1b, 12	4
Science 3	3	Science 16	3
Home Economics 9	2	Home Economics 9	2
Home Economics 8	2	Home Economics 2	2
Home Economics 1	2	Home Economics 1	2
Language	3	Language	3
Religion 1		Religion 1	

Sophomore Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
Science 9	5	Science 9	5
Fine Arts 12	2	Home Economics 10	2
Home Economics 5	2	Home Economics 5	2
English	2	English	2
Philosophy 1	3	Philosophy 2	3
History 8	2	History 8	2
Religion 2		Religion 2	

Junior Year

Home Economics 11	3	Home Economics 14	3
Home Economics 15	2	Home Economics 17	2
English	2	English	2
Philosophy 3	3	Philosophy 4	3
Education 3	3	Education 2a	3
Electives	3	Education 8	3
Religion 3		Religion 3	

Senior Year

Home Economics 18	4	Sociology 4	1
English	2	English	2
Philosophy 9	3	Philosophy 10	3
Religion 5	2	Religion 5	2
Education 27	3	Education 16	3
Electives	2	Thesis	1
Religion 4		Electives	4
		Religion 4	

ELEMENTARY TEACHER'S CURRICULUM IN HOME ECONOMICS

For students who wish to specialize in the teaching of Home Economics in the Elementary grades the following courses are offered. This outline is especially arranged for those who intend to spend only two years in college and yet wish to complete a definite curriculum.

The two year Home Economics curriculum meets with the requirements of the State of Indiana for an Elementary teacher's license.

The courses are accepted at full credit value toward a B.S. in Home Economics. The students, on the completion of the two year curriculum, attain Junior class standing in the College.

First Semester		Second Semester	
	Freshman Year		
Subject	**Sem. Hrs.**	**Subject**	**Sem. Hrs.**
Home Economics 8	2	Home Economics 9	2
Home Economics 9	2	Home Economics 2	2
Home Economics 1	2	Home Economics 1	2
Fine Arts 7	3	Education 2b	3
Education 7	3	Science 13	3
English 1a	4	English 1b	4
Religion 1		Religion 1	
	Sophomore Year		
Science 9	5	Science 9	5
Home Economics 11	3	Home Economics 5	2
Philosophy 2	3	Home Economics 19	2
Education 6	3	Education 17	3
Education 27	2	Sociology 4	1
Religion 2		Electives	3
		Religion 2	

BACHELOR OF SCIENCE IN NURSING EDUCATION

This degree is conferred upon students who have completed the combined curriculums in Nursing and Liberal Arts. The courses cover five years, namely, three in an approved Hospital School for Nurses and two in college.

The curriculum may be taken in either of the following ways; the student may complete the Liberal Arts first and then enter the school for nurses or she may take the nurses courses first, and then enter the college.

This five-year curriculum prepares the student for the more highly specialized fields of administration and teaching in schools of nursing and similar institutions. With this combination the student obtains both a Diploma in Nursing and a degree in Science.

St. Joseph's Hospital, South Bend, Indiana, conducted by the Sisters of the Holy Cross is a fully accredited Hospital School for Nurses. The affiliation of the school with St. Mary's College facilitates the transition from hospital to college and vice versa.

THE DEPARTMENT OF MATHEMATICS AND PHYSICS

Sister Maria Consolata, Sister M. Edward Joseph

BACHELOR OF SCIENCE

First Semester		Second Semester	
Subject	**Sem. Hrs.**	**Subject**	**Sem. Hrs.**

Freshman Year

English 1a	4	English 1b	4
Mathematics 4	4	Mathematics 3	4
Sociology 1	3	Sociology 1	3
Language	3	Language	3
Electives	2	Electives	2
Religion 1		Religion 1	

Sophomore Year

Major		Major	
Minor		Minor	
English	2	English	2
Philosophy 1	3	Philosophy 2	3
History 8	2	History 8	2
Electives		Electives	
Religion 2		Religion 2	

Junior Year

Major		Major	
Minor		Minor	
Philosophy 3	3	Philosophy 4	3
English	2	English	2
Electives		Electives	
Religion 3		Religion 3	

Senior Year

Major		Major	
Philosophy 9	3	Philosophy 10	3
English	2	English	2
Religion 5	2	Religion 5	2
Electives		Thesis	1
Religion 4		Electives	
		Religion 4	

THE SOCIAL SCIENCE GROUP

SISTER M. BENEDICTUS, *Chairman*

DEPARTMENT OF SOCIOLOGY, ECONOMICS AND POLITICS:

Sister M. Benedictus, Sister M. Edward Joseph, Miss Hogan, Miss Reilly

The courses in the Social Sciences include Economics, Politics, Sociology and History. This instruction is designed to acquaint the student with the correct economic, political and sociological principles. The importance to our young women of a thorough study of the social sciences is greater today than ever before, since women are taking a prominent part in social, economic and political activities.

Students majoring in Sociology have opportunity to do practical social work with social service organizations in South Bend. Such work is carried on through affiliation with

(1) The Medical Social Service Department, St. Joseph Hospital, South Bend.

(2) The American Red Cross Association.

(3) The Associated Charities.

The student's work is carefully supervised by experienced social workers.

Field trips to various social institutions offer additional opportunities for observation.

BACHELOR OF ARTS

FIRST SEMESTER		SECOND SEMESTER	
Freshman Year			
Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 1a	4	English 1b	4
Science	3	Science	3
Sociology 1	3	Sociology 1	3
Language	3	Language	3
Electives	3	Electives	3
Religion 1		Religion 1	
Sophomore Year			
Major		Major	
English	2	English	2
Philosophy 1	3	Philosophy 2	3
Language	3	Language	3
History 8	2	History 8	2
Religion 2		Religion 2	

Junior Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
Major		Major	
Minor		Minor	
Philosophy 3	3	Philosophy 4	3
English	2	English	2
Electives		Electives	
Religion 3		Religion 3	

Senior Year

Major		Major	
Minor		Minor	
Philosophy 9	3	Philosophy 10	3
Religion 5	2	Religion 5	2
English	2	English	2
Electives		Thesis	1
Religion 4		Electives	
		Religion 4	

DEPARTMENT OF HISTORY

Sister Mary Magdalen, Miss Hogan, Miss Cartier

BACHELOR OF ARTS

First Semester — Second Semester

Freshman Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 1a	4	English 1b	4
History 1	3	History 2	3
Science	3	Science	3
Sociology 1	3	Sociology 1	3
Language	3	Language	3
Religion 1		Religion 1	

Sophomore Year

History 3	3	History 4	3
History 8	2	History 8	2
English	2	English	2
Philosophy 1	3	Philosophy 2	3
Language	3	Language	3
Elective	3	Elective	3
Religion 2		Religion 2	

Junior Year

History 9a	3	History 9b	3
History 7a	1	History 7b	1
English	2	English	2
Philosophy 3	3	Philosophy 4	3
Electives	7	Electives	7
Religion 3		Religion 3	

Senior Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
History 9c	3	History 9d	3
History 7a	1	History 7a	1
English	2	English	2
Philosophy 9	3	Philosophy 10	3
Religion 5	2	Religion 5	2
Electives	5	Thesis	1
Religion 4		Electives	4
		Religion 4	

DEPARTMENT OF SECRETARIAL TRAINING

Miss Horswell

This curriculum embraces a number of courses in liberal arts besides those in technical business procedures. Careful correlation with allied courses gives the student a good background and a broad foundation for business activity.

The electives offered are: Principles of Investment, Sales Management, Money and Banking, Credits and Collections, Problems in Accounting, Income Taxes, and Marketing. These courses make possible some specialization during the junior and senior years.

BACHELOR OF ARTS

First Semester		Second Semester	

Freshman Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 1a	4	English 1b	4
Sociology 1	3	Sociology 1	3
Commerce 1	2	Commerce 1	2
Mathematics 1	4	Science 23	4
Language	3	Language	3
Religion 1		Religion 1	

Sophomore Year

Commerce 2	1	Commerce 2	1
English 13	1	English 13	1
Commerce 12	3	Commerce 13	3
Philosophy 1	3	Philosophy 2	3
Commerce 4	1	Commerce 4	1
Commerce 6	2	Commerce 6	2
Commerce 7	2	Commerce 7	2
Language	3	Language	3
Religion 2		Religion 2	

Junior Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
English	2	English	2
Commerce 8	2	Commerce 8	2
Commerce 9	2	Commerce 9	2
Journalism 5	4	Education 2a	3
Philosophy 3	3	Philosophy 4	3
Electives	3	Electives	4

Senior Year

English	4	English	4
Sociology	2	Sociology	2
Philosophy 9	3	Philosophy 10	3
Religion 5	2	Religion 5	2
Electives	5	Electives	5
Religion 4		Thesis	1
		Religion 4	

BACHELOR OF ARTS

Special Curriculum for Teachers of Commercial Courses in Secondary Schools.

First Semester — Second Semester

Freshman Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 1a	4	English 1b	4
Sociology 1	3	Sociology 1	3
Mathematics 1a	4	Science 23	4
Commerce 1	2	Commerce 1	2
Language	3	Language	3
Religion 1		Religion 1	

Sophomore Year

Commerce 2	1	Commerce 2	1
English 13	1	English 13	1
Commerce 12	3	Commerce 13	3
Philosophy 1	3	Philosophy 2	3
Commerce 4	1	Commerce 4	1
Commerce 6	2	Commerce 6	2
Commerce 7	2	Commerce 7	2
Language	3	Language	3
Religion 2		Religion 2	

Junior Year

English	2	English	3
Commerce 8	2	Commerce 8	2
Commerce 9	2	Commerce 9	2
Journalism 5	4	Education 2a	3
Education 3	3	Education 8	3
Philosophy 3	3	Philosophy 4	3
Religion 3		Religion 3	

Senior Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
English	2	English	2
Philosophy 9	3	Philosophy 10	3
Religion 5	2	Religion 5	2
Education 29, 30, 31	4	History 7	1
Electives	5	Education 16	3
Religion 4		Thesis	1
		Electives	4
		Religion 4	

THE EDUCATION GROUP

SISTER MARGARET MARIE, *Chairman*

THE DEPARTMENT OF SECONDARY AND ELEMENTARY EDUCATION:

Sister M. Louis Irene, Miss Tripp, Mr. Wall

The particular work of the department of secondary and elementary education is the training of students to meet the requirements for the teaching profession in the various states. Courses are offered for those who wish to become High School, Grammar Grade, Primary, or Special teachers. Majors are offered in English, Latin, French, Spanish, Chemistry, Physics, Mathematics, Social Studies, Home Economics, Music, Art, Speech, and Secretarial courses.

The courses in practice Teaching and Observation are taken in the public schools of South Bend, Indiana, whose critic teachers are approved by the Department of Public Instruction of the State of Indiana.

BACHELOR OF ARTS

FIRST SEMESTER — SECOND SEMESTER

Freshman Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 1a	4	English 1b	4
Science	3	Science	3
Sociology 1	3	Sociology 1	3
Language	3	Language	3
Electives	3	Electives	3
Religion 1		Religion 1	

Sophomore Year

Majors (2)		Majors (2)	
English	2	English	2
Philosophy 1	3	Philosophy 2	3
History 8	2	History 8	2
Language	3	Language	3
Religion 2		Religion 2	

Junior Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
Majors (2)		Majors (2)	
English	2	English	2
Philosophy 3	3	Philosophy 4	3
Education 3	3	Education 8	3
Electives		Education 2a	3
Religion 3		Religion 3	

Senior Year

Majors (2)		Majors (2)	
English	2	English	2
Philosophy 9	3	Philosophy 10	3
Religion 5	2	Religion 5	2
Special Methods	4	Education 16	3
Religion 4		Thesis	1
		Religion 4	

INTERMEDIATE-GRAMMAR AND PRIMARY GRADE CURRICULUMS

The Normal diploma is conferred on regular students who have satisfied the entrance requirements and have completed satisfactorily the Intermediate-Grammar or Primary Grade curriculums. One hundred and twelve term hours of credit are required as a minimum for graduation from either of these two-year curriculums. A term hour is one recitation or lecture period of fifty minutes per week throughout one term of twelve weeks.

Upon the completion of either curriculum, the student is eligible to receive a license to teach in the public schools, either in grades 4-8 or 1-3, according to the curriculum pursued.

INTERMEDIATE-GRAMMAR GRADE CURRICULUM

Freshman Year

First Term -- Prepared

Subject	Sem. Hrs.
Education 7	4
English 15	4
Mathematics 1b	4
Fine Arts 21	4
Unprepared	
Education 15	2
Education 19	2
Second Term -- Prepared	
Education 2b	4
English 17	4
English 16	4
Education 11a	4
Unprepared	
Music 16	4

Sophomore Year

First Term -- Prepared

Subject	Sem. Hrs.
Education 5	4
Education 10a	4
History 5	2
History 12	2
Science 34	4
Unprepared	
Physical Education	4
Second Term -- Prepared	
Politics 9b	4
Science 36	4
Education 12a	4
Education 17	4

Third Term -- Prepared

Subject	Sem. Hrs.
Education 6	4
Education 18a	4
History 5	4
English 14	4

Unprepared

Physical Education	4

Third Term -- Prepared

Subject	Sem. Hrs.
Science 13	4
Music 17	4
Education 28a	2
Education 9	2
Education 17	4

PRIMARY GRADE CURRICULUM

Freshman Year

First Term -- Prepared

Education 7	4
English 15	4
History 13	4
Fine Arts 21	4

Unprepared

Education 15	4
Education 19	2

Second Term -- Prepared

Education 2b	4
English 17	4
English 16	4
Education 11b	4

Unprepared

Music 16	4

Third Term -- Prepared

Education 6	4
Education 18b	4
History 5	4
English 14	4

Unprepared

Physical Education	4

Sophomore Year

First Term -- Prepared

Education 5	4
Education 10b	4
History 5	2
History 12	2
Science 34	4

Unprepared

Physical Education	4

Second Term -- Prepared

Politics 9b	4
Science 36	4
Education 12b	4
Education 17	4

Third Term -- Prepared

Science 13	4
Music 17	4
Education 9	2
Education 28b	2
Education 17	4

DEPARTMENT OF PHYSICAL EDUCATION

Sister M. Wilfrid, Sister M. Carlotta, Miss Dowd, Dr. F. J. Powers.

The Gymnasium is thoroughly equipped for an adequate course in Physical Training, with an instructor from the Posse-Nissen School for Physical Education, in charge.

Recent years have shown the world the fallacy of trying to improve only the intellectual part of woman; we recognize now, more than ever, the need of a healthy body to house a cultured mind. We aim by our course in Physical Training:

1. To alleviate mental strain by providing beneficial recreation.
2. To produce good posture and correct carriage of body.
3. To develop grace and skill.
4. To maintain and increase health.
5. To develop strength and organize vigor.
6. To give training in health knowledge, activities and habits which will last after school life.
7. To strengthen will-power and to teach alertness, quick perception, and reaction.
8. To cultivate self-control, self-denial, and loyalty to team and classmates.

Seasonal schedule of activities includes:

FALL	WINTER	SPRING
Soccer or hockey	Apparatus work—	Track work
Tennis	light and heavy	Canoeing
Outdoor games	Formal Gymnastics	Baseball
Canoeing	Hiking	Swimming
	Skating	Tennis
	Basketball	

Upon their entrance students take a physical examination after which they are assigned to the classes in the gymnasium: those who have passed the examination enter the regular classes; those who are so advised take corrective or light gymnastics; if any student is advised not to take gymnastics, she enters a class in hygiene which is substituted for the requirement in physical education. Students in the second class may not enter the interclass contests; the sports which they may enter are determined by the physician. Those in the third class are not allowed to participate in any course.

All athletic events are conducted under rules laid down by the Athletic Association. Every season interclass tournaments and meets are held and awards are given to the victors in the form of trophy cups and Athletic Association letters and numerals. No student may enter the athletic contests who has not fully satisfied both the scholastic and the physical education requirements.

Horse-back riding is a form of athletics offered to the students and one which they find very attractive. A riding-master teaches and accompanies each riding group.

THE PHILOSOPHY GROUP

SISTER MARY VERDA, *Chairman*

DEPARTMENT OF PHILOSOPHY

Sister Mary Verda, Rev. Charles Miltner, C.S.C.

In view of the numerous and vicious errors so persistently propagated against Christian education and the Christian view of life, it is most important that the college student be given a thorough course in the principles of right thinking and right living. Genuine philosophy supplies the student with these principles. Dealing with fundamentals in the speculative as well as in the practical order, it affords an insight into reality, a keen appreciation of the relative values of things, and correct points of view in regard to all the serious problems of life.

It is a realization of the application of philosophical training to all fields of activity that has directed this Department in the prescriptions and arrangements of courses. Consequently all students wishing to qualify for the bachelor's degree in any of the other departments are required to pursue eighteen semester hours of Philosophy. The candidate for the degree of Bachelor of Arts offered by this department must secure twenty-four additional semester hours of credit in Philosophy and related departments.

BACHELOR OF ARTS

Freshman Year

FIRST SEMESTER		SECOND SEMESTER	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 1a	4	English 1b	4
Science	3	Science	3
Sociology 1	3	Sociology 1	3
Language	3	Language	3
Electives	3	Electives	3
Religion 1		Religion 1	

Sophomore Year

Subject	Sem. Hrs.	Subject	Sem. Hrs.
English	2	English	2
History 8	2	History 8	2
Philosophy 1	3	Philosophy 2	3
Language	3	Language	3
Electives	6	Electives	6
Religion 2		Religion 2	

Junior Year

Major		Major	
Minor		Minor	
English	2	English	2
Philosophy 3	3	Philosophy 4	3
Electives		Electives	
Religion 3		Religion 3	

Senior Year

Major		Major	
Minor		Minor	
English	2	English	2
Philosophy 9	3	Philosophy 10	3
Religion 5	2	Religion 5	2
Electives		Thesis	1
Religion 4		Electives	
		Religion 4	

THE RELIGION GROUP

SISTER MARY AGNES, *Chairman*

DEPARTMENT OF RELIGION

Sister Mary Agnes, Rev. George Marr, C.S.C.

The courses in religion form a unified whole, but each is complete and practical in itself. The freshmen are sectioned according to their previous study of religion.

Credits in these courses are not counted toward a degree but they are indispensable to Catholic students for academic honors; the general average in religion must correspond with the general average required for the honor.

PROFESSIONAL TRAINING

THE AIM of this article is to call attention to the increasing number of occupations open to college women and to the pre-professional training which our courses offer. It is not our intention to relegate cultural education to a place of inferiority. We hold with Aristotle, Cicero, and Newman, the eminent apologists for cultural education, that knowledge is an end in itself; yet cultural and vocational education need not, in fact, should not be mutually exclusive. Because, in the past, cultural training has been divorced from the practical, and training for occupation as well as for culture was deemed less ideal than training for the latter alone, the Liberal Arts courses in our Women's Colleges have cautiously steered away from vocational training. There is no more excuse for "laissez-faire" in education than in Economics or Politics. Our purpose is to correlate as much as is practicable cultural and vocational education. Our program includes:

1. Collection of information about prospective students.
2. Required study of occupations in freshman year.
3. Lectures for freshmen given by heads of departments and professional persons.
4. A special vocational guidance section in the library.
5. A personal rating system.
6. Counseling by a board of counselors.
7. Keeping of records.
8. One period a week is devoted to the course in Culture and Personality.

Every freshman is required to take the following general subjects: English, Sociology, Science and Language. In addition, there is an initiatory course in vocational education. The purpose of the course is to emphasize the duty of service and to show the opportunities open to college women in the various careers. In studying the different types of activities, a nice distribution is made between those subjects in which one cooperates with, plans for, and adjusts human beings, and those in which one concerns herself with materials, processes, figures, facts, systems, and programs. Examples of the former professions are teaching, social service, personnel service, and field supervision; of the latter, laboratory or research work, statistics, etc.

At the beginning of the sophomore year, each student, after consultation with the Board, may begin pre-professional training in any one of the following fields of work open to women: Art, Business, Civic Service, Household Economics and Dietetics, Journalism, Music, Nursing, Pharmacy, Reading and Speaking, Research work in Chemistry, Social Work, Teaching, or Technical Assistantship in Science.

Let it be kept in mind that the focusing of so much attention on the subject of vocations does not tend to lessen the students' respect for the Liberal Arts curriculum. Special emphasis is placed on the importance of a thorough and general education if one is to occupy a position of leadership in her chosen occupation.

DESCRIPTION OF COURSES

ART

1a. *Drawing*

Line drawing of common objects, casts and ornament. This course is required of all beginning students.

1b. *Drawing*

More advanced. Drawing from costumed figures in black and white heads and figures from casts in full light and shade. Artistic anatomy.

2a. *Perspective*

A complete course in theoretical and applied perspective, drawing from still life, interiors, and out-of-doors subjects.

2b. *Anatomy*

3a. *Color*

Block form, still life, and group arrangements in pen and ink, colored chalk, crayon, or pastel.

3b. *Color*

More advanced. Still-life, portrait, and landscape.

3c. *Color*

Still-life, costume figures in water color and oil. Head life, simple landscapes. Composition.

4a. *Modeling*

Simple casts, details of the human figure, historic ornament, bas-reliefs. Making and casting original figures.

Prerequisite: Fine Arts 1.

4b. *Elementary Modeling for Grade Work*

4c. *Drawing and Handwork*

This course is especially designed for students preparing to become teachers of the elementary grades.

5. *Picture Study*

Pictures carefully selected and planned with a view to acquaint students, who are preparing to be elementary grade teachers with work of art and other interesting subjects.

6a. *History of Art*

Appreciative study of architecture. Lantern illustrations, lecture reports, required reading, written exercises.

6b. *History of Art*

Appreciative study of sculpture. Lantern illustrations, lecture reports; required reading, written exercises.

6c. *History of Art*

Appreciative study of painting. Lantern illustrations, lecture reports, required reading, written exercises.

6d. *History of Art in the United States*

7. *Principles of Design*

Principles are studied in consecutive lessons, including repetition, space division, balance, proportion. Original problems for borders; geometric, all-over designs are worked out in dark and light or color. Historic ornament and lettering.

8. *Advanced Design*

Instructions are given in the practical application of the work studied the first year. The work consists of general applied design and interior decoration, general poster advertising and figure drawing from costume models. Students are required to make simple compositions and sketches, note book and collection of illustrative material.

Prerequisite: Fine Arts 1 and 7.

9. *Mechanical Drawing*

Study of the foundation of pattern, construction of geometric figures, projection of simple solids, and the development of surfaces. Application of mechanical drawing to house decoration in the setting up of plans, elevations and details.

10. *Composition*

The study of line and mass arrangements, notan and color to make a harmony.

11. *Blackboard Drawing*

Practice in narrative and constructive drawing necessary for class demonstration.

12a. *Applied Design*

12b. *Commercial Design*

Prerequisite: Fine Arts 1 and 7.

13. *House Planning and Furnishing*

This course is designed especially for students of the Home Economics Department.

14. *Industrial Arts*

Application to the various materials.

15. *Ceramic Art*

The aim of this course is to give students a working knowledge of design and a complete understanding of the materials generally used

in overglaze decoration, colors, enamels, lustres, acid, paste, and gold. Instructions in stacking and firing are given. The course includes the study of organic ornament, geometric and conventionalized designs, the cutting up of areas, the effect of repetition and contrast, and the artistic use of color. The color work includes free hand and analytical drawing from flower and other nature forms. A note book of drawings and illustrations is kept.

CLASSICAL LANGUAGES

Greek

1. *Elementary Greek* 3 s. h.

The course covers the fundamentals of Greek Grammar, including a great deal of practice in putting simple English sentences into Greek. Practice also in translating easy Greek passages at sight.

2. *Xenophon* 3 s. h.

Four books of the Anabasis are read. Special attention to forms and syntax. Prose composition based on text. Selections from New Testament for rapid reading.

3. *Homer* 4 s. h.

Iliad and Odyssey, six books. This course is open to students who have had two years of preparatory Greek, or one year of College Greek. Study of the early age of Greece, Homeric civilization and mythology.

4. *Demosthenes* 3 s. h.

De Corona. Introduction to Attic Oratory; Selections from Aeschines are read by way of comparative study.

5. *Plato* 3 s. h.

Apology, Crito and Phaedo. Some investigation of the teaching and dialectic method of Plato.

6. *Aeschylus*

Prometheus Bound or Seven Against Thebes. Origin and development of Greek tragedy; the construction and importance of the Greek theatre.

7. *Sophocles*

Antigone and Oedipus Tyrannus. Poetics of Aristotle as applied to Greek drama.

8 *Euripides*

Medea and Alcestis. Comparative study of the three great exponents of Greek tragedy.

9. *Aristophanes*

Selected readings. Elements of Attic Comedy.

10. *Greek Literature.*

A survey of the history of Greek literature with readings of the more important authors.

11. Advanced Prose Composition for those wishing to offer Greek as a major. (Graduate credit may be given for this course.)

Courses for Graduate Students

21. *Plato's Republic* 3 s. h.

Special attention to Plato's dialectic.

22. *Thucydides.*

The historical method of Thucydides. Topography and monuments of Athens.

23. *Pindar, Selected Odes.*

Latin

1. *Elementary* 3 s. h.

Besides the fundamentals of grammar, considerable attention is given to the Latin element in English.

2. *Caesar* 3 s. h.

Students who have not studied Latin in high school take Latin 1 and 2, but the required language credit is not allowed for these courses.

3. *Cicero* 6 s. h.

Four orations including the Manilian Law and the Pro Archia. The life and times of Cicero. Prose composition.

4. *Ovid* 3 s. h.

Selections from the Metamorphoses. Special attention to the mythological allusions.

4b. *Vergil* 3 s. h.

Aeneid. The history of the Roman Epic and the place the Aeneid holds in it. The general plan and characteristics of the Aeneid. An outline of mythology is included in the course.

5. *The Latin Fathers* 3 s. h.

Selections from Tertullian, Lactanctius, Saints Cyprian, Ambrose, Jerome, and Augustine.

6. *Horace, Odes and Epodes* 3 s. h.

The life and style of Horace with a study of the Augustan Age form a background for this course. Special attention is given to his metrical system.

7. *Quintilian, Institutiones Oratoriae, Book X* 3 s. h.

With selections from Cicero's De Oratore forms the basis for a study of Roman oratory.

8. *Selections from the Latin Poets.*

Poems of Ennius, Lucretius, Catullus, Ovid, Vergil's Eclogues and Georgics are included in this group.

9. *Plautus and Terence*

The Captivi or Mostelaria of Plautus and the Andria or Phormio of Terence provide for the study of Roman Comedy. Special emphasis is placed on the peculiarities of language and syntax in early Latin.

10. *Livy, Books XXI and XXII*

The particular object in view is to acquire facility and power in the reading of Latin. Parts for special study are chosen with reference to their historical and literary value.

11. *Cicero's Selected Letters*

These serve as models of Latin epistolary writing and are important for the self-revelation contained in them.

12. *Cicero: De Officiis or De Amicitia*

13. *Prose Composition*

This course is specially designed for those who are preparing to teach Latin and includes practice in theme writing.

14. *Horace and Juvenal*

The nature and development of Roman Comedy is studied through its principal exponents.

15. *Pliny's Letters and Martial's Epigrams.*

These are important to a study of the life and manners of the Romans during the early empire.

16. *Tacitus: Agricla and Germania*

17. *History of Latin Literature.*

Lectures, readings and reports.

EDUCATION

1. *Philosophy of Education.* 3 s. h.

The purpose of this course is to acquaint students with the facts, principles, and theories which serve to determine the nature of the educative process. Lectures and assigned readings.

2a. *Educational Psychology for Secondary School Teachers.* 3 s. h.

A general survey of the field of the psychology of the adolescents, dealing with their nature, their capacities, and methods of learning, their classification and training.

2b. *Educational Psychology for Elementary School Teachers.* 4 t. h.

In this course are considered the growth and development of the pre-adolescent child from the point of view of its physical, mental, moral, and social nature.

3. *Secondary Education.* 3 s. h.

The course treats of the basic problems of secondary education. The aims, organization, educational agencies, and curricula are among the topics discussed.

4. *History of Education.* 3 s. h.

A study of the ancient, early Christian, medieval, and modern periods of education.

5. *School Management.* 4 t. h.

This course deals with the elementary problems of class organization, the course of study, daily program, recitation, discipline, and other topics affecting the conduct of the school.

6. *Principles of Elementary Teaching.* 4 t. h.

A course in the fundamental principles and methods of teaching for elementary teachers.

7. *Introduction to Teaching.* 4 t. h.

A survey course that views the entire field of the teaching profession—its attractions and difficulties, its history, its departments, laws, methods, and contributing factors.

8. *Principles of Secondary Teaching.* 3 s. h.

The purpose of this course is to discuss the most satisfactory methods of presenting subject matter in the secondary schools.

9. *Educational Tests and Measurements.* 2 t. h.

The present status of educational measurements, available scales and tests, their uses and values will be investigated.

10a. *Methods in Language and Composition* (Grades 4-8) 4 t. h.

Special methods and materials in language and composition for the intermediate and grammar grades; lesson plans; oral and written English.

10b. *Methods in Language and Composition* (Grades 1-3) 4 t. h.

11a. *Methods in Arithmetic* (Grades 4-8) 4 t. h.

Studies in the teaching of Arithmetic; methods and materials.

11b. *Methods in Arithmetic* (Grades 1-3) 4 t. h.

12a. *Methods in Social Sciences* (Grades 4-8) 4 t. h.

The aim of this course is to give the teacher a working knowledge of history and geography for use in the grades. Type lessons; special emphasis is placed on the problem method.

12b. *Methods in Social Sciences* (Grades 1-3) 4 t. h.

13a. *Public School Methods in Music.* 10 s. h.

Professional academic preparation in the teaching of music in the secondary schools.

13b. *Public School Methods in Music.* 6 s. h.

Fundamentals of music; presentation of note singing to children; notation; sight singing; rhythmical studies; part singing.

14a. *Public School Methods in Art.* 10 s. h.

Professional academic preparation in the teaching of art in the secondary schools.

14b. *Public School Methods in Art.* 6 s. h.

The study of color; stick printing; free hand cutting; simple perspective and poster work; household and costume designing.

15. *Penmanship.* 2 t. h.

This course is planned to meet the demand for trained teachers in Penmanship. Text "Palmer Business Penmanship." A certificate will be granted to those who complete the course.

16. *Supervised Teaching.* 3 s. h.

Students following the four year courses take charge of a class 4 hours a week for 9 weeks, or 2 hours a week for 18 weeks. For each lesson taught, the student-teacher prepares a plan which involves a statement of the subject-matter and method of presentation. The plan is approved by the Head of the Department in which the work is being done and the work supervised by the Critic Teacher. Approximately 18 hours are given to observation and the study of model lessons, presented by the Critic Teacher; this course is taken in the public schools of South Bend.

17a. *Supervised Teaching* (Grades 4-8) 8 t. h.

Students following the two year intermediate-grammar and primary curricula take charge of a class 4 hours a week for 24 weeks; studies in observation precede this work, which is done in the public schools of South Bend.

17b. *Supervised Teaching* (Grades 1-3) 8 t. h.

18a. *Methods in Reading* (Grades 4-8) 4 t. h.

A study of the materials and methods for the work in Reading.

18b. *Methods in Reading* (Grades 1-3) 4 t. h.

19. *Spelling.* 2 t. h

A review of spelling essentials, conducted in accordance with the modern approved methods of teaching the subject.

20. *Methods in Mathematics.* 2 s. h.

Professional academic preparation in Arithmetic, Algebra, and Geometry in conformity with the most recent recommendations for these subjects.

21. *Methods in Latin.* 2 s. h.

Presentation of methods for the teaching of Latin in secondary schools.

22. *Methods in French.* 2 s. h.

Presentation of methods for the teaching of French in secondary schools.

23. *Methods in English.* 2 s. h.

Professional academic preparation in the teaching of Composition and Literature in secondary schools.

24. *Methods in Spanish.* 2 s. h.

Presentation of methods for the teaching of Spanish in secondary schools.

25. *Methods in Social Studies.* 2 s. h.

Professional academic preparation in the teaching of Social Studies—History, Civics, Economics, and Vocational Guidance in secondary schools.

26. *Methods in Science.* 2 s. h.

Professional academic preparation in the teaching of Biology, Chemistry, Physics in the secondary schools.

27a. *Methods in Home Economics.* 3 s. h.

Professional academic preparation confined to the materials and methods of teaching Home Economics in the secondary schools.

27b. *Methods in Home Economics.* 2 s. h.

Professional academic preparation confined to the materials and methods of teaching Home Economics in the elementary schools.

28a. *Plays and Games* (Grades 4-8) 2 t. h.

Planned to equip the student with a supply of materials and methods in supervising and teaching children's play activities.

28b. *Play and Games* (Grades 1-3) 2 t. h.

29. *Methods in Typewriting.* 1 s. h.

30. *Methods in Bookkeeping and Accounting.* 1 s. h.

31. *Methods in Stenography.* 2 s. h.

32. *Methods in Speed.* 2 s. h.

ENGLISH

1a. *College Rhetoric.* 4 s. h.

Intensive study and drill in diction; sentence structure; construction of the paragraph, and the composition as a whole.

1b. *College Rhetoric.* 4 s. h.

Study and practice in narration, description, exposition, argumentation, and elementary versification.

2a. *Drama.* 1 s. h.

History, development, and technique. A brief study of Greek, Roman, and religious drama.

2b. *Elizabethan and Restoration Drama.* 2 s. h.

Intensive study of Shakespearean drama.

2c. *Modern Drama.* 1 s. h.

From Sheridan to the present time.

3a. *English Literature.* 4 s. h.

Investigations of political, social, and religious background of the various periods.

Intensive study of representative authors, with selected readings.

3b. *American Literature.* 4 s. h.

Investigations of political, social, and religious background of the various periods.

Intensive study of representative authors, with selected readings.

4. *General Literature.* 4 s. h.

A critical study of national characteristics as revealed in literature. Intensive investigation into the lives and writings of great representative authors, with selected readings. Special attention is given to world movements of thought, as revealed in the various contemporary literature.

This course is open to juniors and seniors only.

5. *Short Story.* 3 s. h.

Its origin, history, technique. Careful study of the various types, with wide illustrative readings, and writing of original short stories.

6. *Novel.* 3 s. h.

Origin, history and development as related to its social background, technique. Study of contemporary fiction.

7. *Dante's Divine Comedy.* 1 s. h.

8. *Newman.* 1 s. h.

As schoolman and artist.

9. *Literary Criticism.* 1 s. h.

History and principles.

10. *Essay.* 3 s. h.

Historical development and classification of essays, with an inquiry into the various types and their masters. Special regard is directed toward the quality of style.

11a. *Poetry.* 2 s. h.

The forms of poetry.

11b. *Poetry.* 1 s. h.

The historical development of poetry.

11c. *Poetry.* 1 s. h.

Contemporary poets.

12a. *Public Speaking.* 2 s. h.

Development of ability to speak effectively in public; original speeches, and speeches selected from famous addresses.

12b. *Advanced Public Speaking.* 2 s. h.

13. *The Art of Writing.* 6 s. h.

Advanced course in English Composition.

14. *Grammar and Composition.* 4 t. h.

The fundamentals of English grammar; problems of false syntax, oral and written compositions. This course is open to students preparing to teach in the elementary schools.

15. *Literature for Teachers.* 4 t. h.

A survey of such of the world's best writings as would be of most value to the prospective elementary school teacher.

16. *Reading and Phonics* 4 t. h.

This course is designed to give practice and skill in applying the best modern principles of silent and oral reading.

17. *Children's Literature.* 4 t. h.

The purpose of this course is to acquaint young teachers with the various kinds of standard literature that are suitable for classroom use and to assist them in directing the selection of children's books.

18a. *Aesthetic in Poetry.* 2 s. h.

History and principles.

18b. *Aesthetic in Drama* 2 s. h.

A study of the history of aesthetics as revealed in creative and critical literature of various periods. Analysis of selected masterpieces of literature by means of St. Thomas' theory of the beautiful.

English 18a and 18b are honor courses open only to juniors and seniors who have a superior rating and to graduates.

Courses for Graduate Students

20. *Old English.* 2 s. h.

Dialect distinctions; study of West Saxon district; Beowulf, The Wanderer, Cynewulf, Alfred.

21. *Middle English* 2 s. h.

French and Danish influence; dialectic distinctions; study of East Midland dialect; selected prose readings; intensive study of Chaucer.

22. *Contemporary Literature* 4 s. h.

A study of representative authors of the present time and some selections from their works.

23. *Biography* 4 s. h.

Technique of biographical writing. A study of some of the most representative biographical works.

HOME ECONOMICS

Textiles and Clothing

1. *Garment Construction* 4 s. h.

Application of various hand and machine stitches for simple garments. Drafting of patterns. Use of commercial patterns.

2. *Textiles* 2 s. h.

A study of the physical and chemical properties of the fibers and their manufacture into cloth. The adulteration and economic value of materials.

3. *Costume Designing* 2 s. h.

The application of design and color to costume and to the individual. The construction of various costumes illustrating the principles studied.

Prerequisite: Fine Arts 7.

4. *Millinery* 2 s. h.

The construction of wire and buckram frames. The covering and trimming of hats; making of ornaments and flowers.

5. *Advanced Garment Construction* 4 s. h.

Construction of more elaborate costumes in silk and wool. Economics in relation to costumes; making over of dresses.

Prerequisite: Home Economics 1.

6. *History of Costume.*

A study of the development of costume from the Egyptian to the present day. The application of historic costume to present day design.

7. *Household Crafts* 2 s. h.

Study and application of decorative stitches, hand-made and machine-made laces, children's clothes, problems in millinery. Use of ornamental stitches and embroidery on household linens.

Foods and Nutrition

8. *Food Study* 2 s. h.

An introduction to the study of foods. The course includes simple manufacturing processes and the value of typical foods in the diet.

Prerequisite, or parallel: General Chemistry.

9. *Foods Laboratory* 4 s. h.

The preparation of simple foods with experimental studies as to the reaction of food nutriment to the reagents used in cooking.

10. *Clothing Appreciation and Economics.* 2 s. h.

A study of clothing problems from the consumer's point of view. This course aims to give an appreciation of good design in dress which will help the student to choose her wardrobe wisely.

11. *Dietetics* 3 s. h.

The study of foods as to their calorific, economic, and nutritive value. The planning of dietary in regard to health.

12. *Experimental Cooking* 3 s. h.

The application of chemistry to cooking. Emphasis is placed on methods of preparation of foods which conserve nutrients, flavor and appearance.

Prerequisite: Home Economics 9 and 11.

13. *Lunchroom Management* 3 s. h.

Actual practice in managing a lunchroom is required of each student as well as practice in cooking in large quantities.

Prerequisite: Home Economics 9.

14. *Nutrition* 3 s. h.

A study of the processes of digestion, metabolism, and nutritional requirements of adults. Laboratory work includes animal experiments and urine and blood analysis.

Prerequisite: Science 9.

15. *Home Nursing* 2 s. h.

This course comprises first-aid treatment for common emergencies, and a study of the care and prevention of illness in the home.

16. *Meal Service* 2-4 s. h.

Application of dietetics to the planning, preparation and service of meals.

17. *Child Care* 2 s. h.

A study of the general care of children including feed and standard of growth.

18. *Household Practice* 4 s. h.

Functions of the home status today. Standards of living, use of the family income, management of the house. Practical work consisting of comparative studies of modern household equipment; economic time studies of duties performed in the home.

19. *The House* 2 s. h.

The selection of the house, house architecture, house plans. Choice of decorative interiors with relation to architecture of the room.

20. *Diet in Disease* 2 s. h.

A study of the diet in common nutritional disorders as nephritis, gout, and diabetes.

Prerequisite: Home Economics 11.

21. *Child Nutrition* 2 s. h.

A study of the causes and effects of malnutrition of children and means of overcoming the defects through the nutrition classes for children.

22. *Problems in Nutrition* 2-4 s. h.

This course includes the study of selected problems in food chemistry, experimental cooking, child nutrition, and nutrition work with rats. Prerequisite: Organic Chemistry and Nutrition.

23. *Readings in Nutrition* 1-2 s. h.

A study of recent literature in nutrition. Class discussions and reports.

JOURNALISM

1. *Comparative Journalism* 1 s. h.

A general review of the field, a study of the different types of publications: metropolitan dailies, small city dailies, country weeklies, community papers, "house organs," class and trade papers, magazines.

2. *History and Development of the American Newspaper* 2 s. h.

The place of the newspaper in the history of the country; growth and development of the great newspapers; editors of power and influence; the evolution of the press as an institution; the development of American Journalism. (A brief review of English grammar and punctuation.)

3. (a) *Making a Country Newspaper* 1 s. h.

Small town conditions; local news gathering; country correspondence; the editor, his qualities and responsibility; makeup, copy-reading and headline writing; circulation problems; advertising; business efficiency.

(b) *Proof-reading. Exercises in Proof-reading*

4. *The Collection and Writing of News* 4 s. h.

The nature of news; news values; drill in gathering news; structure and style; exercises in writing the news-story; interviewing; newspaper criticism, literary, art, music; follow-up and rewrite stories; features; headline writing; make-up; organization and mechanical details of the newspaper; the work of the press associations.

5. *Advertising* 4 s. h.

As a civilizing agent; place and importance of business; the advertiser; his article; the people; points of contact; psychological factors in advertising; mechanical make-up; advertising copy; ethics of advertising; the physical factors in advertising; planning the campaign.

6. *Feature Writing* 2 s. h.

Nature and scope; qualifications for feature writing; sources of material; types of articles; style and arrangement of material; marketing the manuscript.

7. *Advanced Course in Feature Writing* 2 s. h.

A continuation of Journalism 6. Students in this course attempt to market their material.

8. *The Editorial* 4 s. h.

Its development; influence on the public; variety of forms; style and manner; paragraphs; editorial features; the editor, his preparation and responsibility; editorial policies.

9. *Problems in Journalism* 2 s. h.

10. *Magazine Writing* 2 s. h.

Comparison with the newspaper; analysis of various types; kinds and source of material; kinds of magazine articles; poetry and light verse; fiction; editorial work.

11. *Book Reviewing* 2 s. h.

For professional training in this important section of journalism. Class work chiefly of the laboratory type; reviews of current literature affording material for analysis, comparison, and the acquisition of approved criteria. Ethical values and the dicta of Catholic philosophy hold paramount in individual reactions. A page is reserved in the *Chimes* for specimens of the students' evaluations of new books.

12. *The Law of the Press* 1 s. h.

Lectures on law of libel, copyright contracts, right of privacy, constitutional guarantees of freedom of the press; postal regulations; court proceedings.

13. *Ethics of Journalism* 1 s. h.

Lectures on the application of ethics to professional press activities; current problems and professional codes of ethics.

14. *Short Story Writing* 2 s. h.

A study of story structure with practice in writing and professional criticism.

15. *Technique of the Novel* 1 s. h.

16. *Copy-reading* 2 s. h.

Prerequisite: Journalism 1, 3.

17. *Women's Departments* 2 s. h.

18. *Six weeks of practical work on* The South Bend Tribune 2 s. h.

(Required of all Journalism majors)

MODERN FOREIGN LANGUAGES

French

Note: French 1 and 2 do not satisfy the language requirement for a degree, but may be used as elective credit.

3. *General Grammar Review.* 3 s. h.

Special attention given to irregular verbs and idioms of the language. Collateral readings and reports.

4. *Drama* 3 s. h.

Reading and study of plays chosen from the works of Alfred de Musset, Scribe, Augier, Sardou, Dumas, Moliere, Rostand. French composition based on readings.

5. *French Civilization* 3 s. h.

A study of the country from a geographical and commercial standpoint, government, political parties, social and religious conditions, industries, literature, art, science, and education. Questions of popular interest. French conversation.

6. *Advanced Prose Composition and Conversation* 3 s. h.

Supplementary readings, followed by reports and discussions in class so that the students may learn to express themselves with facility in French. Readings to be made from such authors as: Bossuet, Pascal, Fenelon, Chateaubriand, Lamartine, Hugo, Chenier, La Fontaine.

7. *Lyric Poetry* 3 s. h.

A study of the lives of the leading poets, together with their representative works.

8. *Dramatic Poetry* 3 s. h.

Special study of the seventeenth century classics. Selections from Corneille, Racine, and Moliere. Collateral readings, lectures, reports.

9. *French Literature of the Seventeenth Century* 2 s. h.

A course of wide reading to familiarize the student with the greatest works of French literature during the period from the foundation of the French Academy through the reign of Louis XIV.

10. *French Literature of the Eighteenth Century* 2 s. h.

A study of selections from the writings of the leading authors; philosophical and social background of this period. Comments and reports in class largely replace translation.

11. *Nineteenth and Twentieth Century Literature* 2 s. h.

Extensive readings from the most important authors supplemented by a study of the various literary movements and their social background.

12. *The Novel* 3 s. h.

German

1. *Essentials of Grammar* 3 s. h.
2. *Reading and Translation* 3 s. h.

Note: German 1 and 2 do not satisfy the language requirement for a degree, but may be used as elective credit.

3. *Narrative Prose* 3 s. h.

Selected readings; advanced grammar; sight reading; conversation.

4. *Scientific Prose* 3 s. h.

Recommended for students in science.

5. *Modern Narrative Prose* 3 s. h.

Literary readings. Advanced grammar; writing; sight reading; conversation.

6. *The Novel* 3 s. h.
Fiction and contemporary literature; composition; conversation.

7. *History of German Literature* 3 s. h.
A survey of the literature from earliest time to the present.

8. *Lyrics and Ballads* 3 s. h.
Verse form and development. Survey of lyrics and ballads from the eighteenth century to the present.

9. *Drama* 3 s. h.
Development of the German drama from the Reformation to the nineteenth century.

10. *Special Drama* 3 s. h.

Italian

1. *Essentials of Grammar* 3 s. h.

2. *Reading and Translation* 3 s. h.
Note: Italian 1 and 2 do not satisfy the language requirement for a degree, but may be used as elective credit.

3. *Modern Italian Authors* 6 s. h.
Review of grammar and composition.

4. *Introduction to Italian Literature* 3 s. h.

5. *Italian Literature of the fifteenth and sixteenth centuries* 3 s. h.

Spanish

1. *Elementary* 3 s. h.
This course deals with the elements of grammar, and aims to give the students a reading knowledge of Spanish. Attention is paid to pronunciation, and conversation is introduced.

2. *Reading and Translation* 3 s. h.
To complete the study of essentials of elementary grammar. It includes reading and translation of modern prose.
Note: Spanish 1 and 2 do not satisfy the language requirement for a degree but may be used as an elective credit.

3. *Modern Spanish Prose* 6 s. h.
Reading of modern novels and plays. Special attention is given to written and oral reports in Spanish.

4. *General Survey of Spanish Literature* 4 s. h.
This course is to familiarize the student with general Spanish literature as a preparation for the study of specific types and particular periods. It consists of lectures, supplemented by reading and discussion of selected works by representative authors. Conducted entirely in Spanish.

5. *History of Spain* 4 s. h.

6. *A Study of Versification and Modern Lyric Poetry* 2 s. h.

7. *The Spanish Novel* 2 s. h.

A study of the history and development of the Spanish novel, dwelling upon the different types. Supplemented by readings from each type.

8. *Don Quijote de la Mancha* 2 s. h.

A special study with a survey of critical matter on the subject.

9. *Spanish Literature of the Nineteenth Century* 4 s. h.

An intensive study of representative authors and selected readings, with special emphasis upon the period of Romanticism.

10. *Contemporary Literature* 4 s. h.

A course of wide reading to familiarize the student with the works of the best living writers. Lectures and discussions.

11. *Spanish American Life and Literature* 4 s. h.

This course is designed to increase the student's practical knowledge of Spanish and to give general information concerning Spanish American countries, their literature, life and customs, and their relations to ourselves. It includes a study of the leading prose writers and poets of Spanish America, special emphasis being laid upon Amadeo Nervo and Ruben Dario.

12. *Composition* 2 s. h.

A course for the purpose of familiarizing students with idiomatic expression in writing. Required of students who are working for a Spanish certificate or for a license to teach Spanish.

13. *Composition. (Advanced)* 2 s. h.

Study of composition and style.

Prerequisite: Spanish 12.

14. *Conversation* 2 s. h.

The object of this course is to teach students to use Spanish with ease as an instrument of expression. The course will deal with conversation, based upon the current topics suggested by reading of Spanish publications.

Club: El Club Santa Teresa

An organization of Spanish students, meeting bi-monthly, for informal discussion and the reading of prepared papers, presentation of one-act plays, and general conversation. Spanish 1 and 2 are prerequisites. Only students of high standing in Spanish classes are eligible.

NOTE: All classes, with the exception of Spanish 1 and 2, are conducted in Spanish.

20. *The Drama of the Golden Age* 6 s. h.

An intensive study of Lope de Vega, Tirso de Molina, Ruiz de Alarcón, Calderón de la Barca. Lectures, recitations and collateral readings.

21. *Spanish American Literature* 4 s. h.

A general course tracing the development of Spanish American prose and poetry from its formation up to the present day. Readings, discussions and reports.

22. *Nineteenth Century Literature.* 2 s. h.

A study of the Spanish novel during this century, and a criticism and comparison of some of the principal works of Benito Pérez Galdós and José Mariá de Pereda.

23. *Modern Spanish Lyrics.* 2 s. h.

A course intended to acquaint the student with the leading modern poets of Spain and Spanish America. Readings, discussions and critical studies.

24. *Women Writers in Spanish Literature.* 2 s. h.

A general survey of noted women writers in Spain and Spanish America, and a critical analysis of their works and characteristics.

25. *Mysticism as Found in Spanish Literature.* 2 s. h.

A comprehensive study of the writings of some of the principal mystic writers to show the originality and charm of their style, as well as their deep knowledge of the language. Readings, reports and appreciations.

26. *Advanced Study in Spanish Composition and Style.* 2 s. h.

27. *Advanced Conversation.* 2 s. h.

28. *Seminar. Discussion of Thesis and Readings.* 1 s. h.

MUSIC

1. *Folk Music* 2 s. h.

Study of the idiomatic material contained in the songs and dances of all nations from the age of primitive man to the present time. This study is correlated with the history, geography, and national characteristics of each country, showing how the life of the people found expression in the simple folk song as well as in the composition of the master minds.

2. *History of Music* **4 s. h.**

Facts bearing upon the origin and development of music as we have it today. Emphasis is given to the birth and development of scales, counterpoint, harmony, choral music, ecclesiastical and secular,

instrumental music, and the origin of the classical forms of composition; musical instruments both ancient and modern; and some of the principal facts which form, as it were, links in the chain which extends from antiquity to the present day. The history of the different nations is reflected in the music produced at each period.

3. *The Symphony Orchestra* 2 s. h.

A general knowledge of the various instruments and their functions in the orchestra. The end of this course is to acquire the ability to listen analytically to a symphony, and at the same time to become sensitized to the voice and personality of each instrument.

4. *Opera and Oratorio* 2 s. h.

Detailed study of the larger forms of musical composition from the drama produced at the end of the Renaissance, including the varying fads, individual reformers, and national schools that have acted and reacted upon one another.

5. *Dalcroze Eurhythmics* 2 s. h.

A course of special training designed to give teachers and supervisors a knowledge of the fundamentals of Eurhythmics and of its beneficial influence on the character development of the child. This system of musical education aims to regulate the muscular and nervous response of the whole organism to rhythmic action and to develop the motor-tactile consciousness in accordance with the sense of hearing. Some of the consequences of a study of Eurhythmics are refinement of human gesture, poise, externalisation of temperament, and development of the consciousness of personality.

6. *Ear-training and Sight-singing* 9 s. h.

The aim of this course is to train the students to think in tones, to write what is heard, to harmonize melodies at sight, to improvise accompaniments, and to recognize not only the melodic, but also the harmonic and rhythmic effects of music.

7. *Choral Work* 2 s. h.

A study of combination of voices and of choral conducting.

8. *Music Appreciation* 2 s. h.

Appreciation of Music, or the ability to justly evaluate its worth, is the aim of this course. It is designed to teach students to respond intellectually and emotionally to the enduring classics of musical composition. The soul is instinctively lifted up by the beautiful in music; hence, by hearing its message repeatedly, and striving to understand it, the student comes to live in a higher plane.

9a. *Harmony* 3 s. h.

A systematic course in the fundamentals of music, including a thorough study of the diatonic and chromatic scales, intervals, triads and various forms of cadences.

9b. *Harmony* 3 s. h.

A complete study of the primary and secondary triads, dominant and diminished seventh chords. Melody writing. Harmonization of melodies. Practical modulation.

10a. *Harmony* 3 s. h.

Extended modulation. The study of secondary seventh chords, suspensions, passing tones, altered chords, melodic figuration and pedal point.

10b. *Harmony* 3 s. h.

Recognition and harmonization of the Church modes. Analysis of medieval compositions.

11. *Harmony* 2 s. h.

A study of the materials used in modern and ultra-modern music.

Sacred Music

This course embraces the study of liturgical and non-liturgical music. Gregorian, Polyphonic and Modern Forms in Church Music, also a resume of sacred music written for the stage.

12. *Counterpoint* 3 s. h.

Simple two, three, and four parts in all species, in strict and free styles, double counterpoint.

Prerequisites: Completion of harmony.

13. *Instrumentation* 3 s. h.

The study of orchestral scores, the characteristics of stringed and wind instruments, and their proper combination.

14. *Musical Form and Analysis* 2 s. h.

A study of the various forms of polyphonic and monophonic music, and the application of these forms to classical and modern literature.

15. *Composition* 2 s. h.

16. *Elementary Music (Unprepared)* 4 t. h.

Presentation of note singing for elementary school pupils.

17. *Elementary Music (Prepared)* 4 t. h.

Application of methods of teaching school music to elementary school pupils; appreciation of music and Eurhythmics.

PHILOSOPHY

1. *Logic* 3 s. h.

A study of the elements of deduction: concepts and terms; definition and division; judgments and propositions; reasoning and the various kinds of syllogisms; fallacies. A brief study of induction. Special attention is given to the application of the rules of logic to the reasoning of every day life, and to selections from current literature.

2. *General Psychology* 3 s. h.

This course includes a study of sensation, perception and apperception; memory and imagination; attention and association; the development of ideas, judgment, reasoning; sensuous appetite, voluntary movement, automatic and reflex movements, instincts, habits; feeling and emotions. Experimental illustrations of the phenomena and processes of mental life accompany the course.

3. *General Metaphysics* 3 s. h.

Being and its primary determinations, its transcendental attributes; becoming and its implications; essence and existence; the various concepts of substance and accident as explained by Leibnitz, Spinoza, Locke and the Neo-Scholastics; individuation and personality; causes.

4. *Rational Psychology* 3 s. h.

A study of the nature, origin and development of ideas, judgment, reasoning; rational appetency, free will and determinism; behaviorism; character and personality. An intensive consideration is given to the nature, origin and destiny of the human soul; the union of soul and body; refutation of anthropological evolution.

5. *Inductive Logic* 3 s. h.

A study of the elements of induction, including enumeration and statistics; hypothesis: its nature, function and sources; methods of discovering causal laws; detection of fallacies.

6. *Epistemology* 3 s. h.

A study of the problem of knowledge, the nature of truth and error, certitude and its criteria. The objective validity of sense-perception, of reasoning, and of testimony as sources of truth; the fundamental motive of certitude. A critical consideration of the leading theories of knowledge.

7. *Cosmology* 3 s. h.

A study of the nature, origin and end of the inorganic world; laws of nature; miracles; the nature and origin of life; the origin of species: Darwinism and Mendelism; the physical world as a manifestation of the First Cause.

8. *Natural Theology* 3 s. h.

In this course are treated the existence, nature, and attributes of God; His relation to the world; Providence.

9. *Ethics: Fundamental and Social* 3 s. h.

The nature of the moral act, the distinction between moral good and evil; moral habits; natural and positive moral law; conscience; rights and duties; man's duties to his Creator, to himself, and to his neighbor; the family and the state; the natural law as the foundation of international law.

10. *Problems of Philosophy* 3 s. h.

A study of the most representative philosophers of the Ancient, Medieval and Modern periods in their relation to some of the fundamental problems of philosophy.

11. *History of Ancient Philosophy* 3 s. h.

Greek Philosophy with particular emphasis on the teachings of Socrates, Plato, and Aristotle. In the Patristic period St. Augustine is taken for special study.

12. *History of Medieval Philosophy* 3 s. h.

A study of the origin, development, decadence and revival of Scholastic Philosophy.

13. *History of Modern Philosophy* 3 s. h.

Modern philosophical systems are studied in connection with their leading exponents, Descartes, Locke, Hume, Kant, and Hegel. The problems of contemporary philosophy are given consideration.

14. *Aesthetics* 2 s. h.

A study of beauty: its meaning and factors. The beautiful in nature and in art. The various theories of the beautiful. The scope and function of the Fine Arts. The relation of Art to science and to morality.

15. *Dynamic Psychology* 3 s. h.

Analysis of mind; stimulus-response and human behavior; the human emotional life; the driving forces of human nature and their adjustment; volitional control; the pathology of voluntary action. Correlation of Dynamic with Rational Psychology.

16. *Social Psychology* 3 s. h.

A study of social consciousness; phenomena of suggestion and imitation as manifested in fashions, customs, social conventions, loyalties; the psychology of group behavior: panics, mob action, race riots; the formation of public opinion; social control and social progress.

17. *Abnormal Psychology* 3 s. h.

A study of abnormalities and pathological states of mind. Special attention is given to the chief types of psycho-neuroses: hysteria, obsession, neurasthenia; and to the Psycho-therapeutic methods: psychoanalysis and auto-suggestion.

NOTE: Courses 11 to 17 are open to graduate students.

COURSES FOR GRADUATE STUDENTS

30. *New Scholasticism* 3 s. h.

Practical and theoretical causes of temporary decline of Scholasticism. The nature and problems of the New Scholasticism; its status

and point of view. The New Scholastic movement in Belgium, France, Germany, Italy and America.

31. *American Philosophy: The Early Schools* 3 s. h.

A study of the early representative philosophers with attention to the English, French, and Scottish influences on American thought in its development.

32. *Recent and Contemporary Philosophy* 3 s. h.

An intensive study of the more conspicuous movements of thought in Europe and America since 1860.

33. *New Realism* 3 s. h.

An investigation of the historical background of New Realism; a summary statement and analysis of its basic principles, and an evaluation of these principles in the light of New Scholasticism.

34. *Philosophy of Plato* 3 s. h.

A study of selected writings of Plato with attention to his influence on modern thought.

35. *Philosophy of Kant* 3 s. h.

A critical study of the philosophy of Kant, and its relations to previous and subsequent thought.

36. *Personality* 3 s. h.

The physical constituents of personality. A critical study of the various non-Scholastic theories of personality; the phenomena of double personality.

37. *Seminar in Philosophy* 2 s. h.

Discussion of contemporary philosophical literature and problems. Special problems are selected for intensive study and research.

RELIGION

The aim of the courses in religion is to instruct the student in dogma and practice and to prepare her for Catholic leadership by developing in her the spirit of a Catholic.

1. *The Essentials of Christian Doctrine* 4 s. h.

Religion, its meaning and necessity. God, His mode of existence, His providence. The different orders of creation, man, Redemption, the Commandments, the Sacraments, the Mass.

2. *Morals* 4 s. h.

The bases of morality. The distinction between moral good and moral evil. Christian duties toward God, ourselves, and our neighbor, through a detailed study of the cardinal virtues.

3. *Apologetics* 4 s. h.

The foundations of natural religion. Revelation and its evidences.

The Christian revelation. The Catholic Church, the depository and teacher of the Christian revelation.

4. *Dogma* 4 s. h.

Grace, actual and habitual. The Sacraments as means of grace. Liturgy. The four last things.

5. *Scripture* 4 s. h.

Old Testament: Evidence of the divine character of Sacred Scripture; revelation and inspiration. A study of the historical, poetic, and prophetical books, emphasizing especially their spiritual and liturgical value.

New Testament: Fulfillment of Messianic promises; the Gospel History describing the life and times of Our Lord; the Apostolic History, including the labors of Saints Peter, Paul, James and John.

6. *Liturgy* 2 s. h.

The object of this course is to promote the ideal of Pope X: Instaurare omnia in Christo.

The heart of the course is an intensive study of the Mass in its liturgical, ascetical, and dogmatical parts in order that the students may learn the Mass. Required of all students.

One period a week in addition to prescribed religion courses.

SECRETARIAL TRAINING

Commerce

1. *Introduction to Accounting* 4 s. h.

Accounting and bookkeeping; fundamental accounts and books. Students who have one unit of bookkeeping take Commerce 7.

2. *Commercial Correspondence* 2 s. h.

A thorough and practical course in sentence structure with special attention given to business letter-writing.

3. *Beginning Typewriting*

Open to all students. No credit toward a degree. Touch system. Students are assigned regular periods of practice, carefully supervised.

4. *Advanced Typewriting* 2 s. h.

Credit for this course and Commerce 6 is allowed students who follow the commercial high school teacher's or secretarial-training curriculums.

5. *Beginning Stenography*

Open to all students. No credit toward a degree.

6. *Advanced Stenography* 4 s. h.

7. *Advanced Accounting* 4 s. h.

Special financial statements.

8. *Business Law* 4 s. h.

The principles of law involved in ordinary business transactions. Attention is given to contracts, insurance, real estate, partnership, and related subjects.

9. *Business Organization* 4 s. h.

The elements of office organization, management, records, and systems. Development of principles which should be followed in the development of any organization.

10. *Principles of Investment* 3 s. h.

An analysis of investment, securities, and a study of the principles of successful investing.

11. *Sales Management* 3 s. h.

A study of the sales field, functions, and policies.

12. *Personal Insurance* 3 s. h.

A study of the uses of life insurance; premiums, contracts, and forms of casualty insurance.

13. *Property Insurance* 3 s. h.

Principles and practices upon which the various kinds of property insurance are based.

14. *Credits and Collections.* 3 s. h.

The theory of credit, forms, risks; organization of credit department and its relation to sales and accounting department.

15. *Problems in Accounting* 3 s. h.

16. *Income Taxes* 3 s. h.

Income laws of the United States. Forms and regulations; decisions and rulings which affect business.

17. *Marketing* 3 s. h.

Methods of marketing; analysis and distribution of commodities; types of agencies; problems.

SOCIAL SCIENCES

Economics

1. *An Introduction to the Study of the Social Sciences*

This course is introductory to any one of the Social Sciences. It is designed to give the students who take but one course in the Social Sciences, first principles on the Individual, the Family, the Church, the State and Industry; and to give the student who majors in this field a foundation for advanced work.

Required of all freshmen.

2. *Money and Banking*

A study of the principles of money and the development of the currency and banking systems of the United States. Special attention to the Federal Reserve Act.

3. *Principles of Economics*

An introduction to the entire field of Economics, with particular attention to the principles underlying production, exchange and distribution.

4. *Labor Problems*

A study of the employment of women and children in industries, the sweating system, the labor union movement, closed and open shop, the injunction in labor disputes, immigration, poverty and unemployment, methods of effecting industrial peace, and labor legislation.

Prerequisite: Economics 3.

5. *Vocational Information*

The aim of this course is to make a comparative study of occupations and to emphasize the responsibility of service and the dignity of labor; supplementary lectures by prominent workers in the various fields open to women.

Politics

1. *American Government and Politics* 3 s. h.

Text, lectures, assigned topics. This course treats of the origin of the State and its relation to the natural rights of man, the causes of the American Revolution, an analysis of the fundamental principles of American Democracy as enunciated in the Declaration of Independence, the equality of man, the object of the State, the right of self-government, the right of revolution, the existence of the natural law and natural right. The sources of the Declaration of Independence. A general survey of the federal system of government and its principal features. Special emphasis upon current political problems: the election of the President, the political party, executive leadership.

2. *American City Government* 3 s. h.

A study of American municipal development; various organs of government; special problems; election and the electorate; powers of the city council and mayor; party government; direct legislation and the recall; the commission and the city manager plan.

3. *Principles of Politics* 3 s. h.

A study of the juristic origin of the State, natural law and natural rights in their bearing on political science, a theory of state function,

the relation between liberty and authority, the economic functions of government.

Prescribed for students majoring in Economics or Politics.

4. *Modern Democracies* 3 s. h.

A study of the principal feature of democratic governments in general: the origin of democratic principles; party; public opinion. Some democracies in their working: United States, Switzerland, Canada. The Republics of Spanish America, France, Australia, and New Zealand. A study of certain phenomena which bear on the work of democracy everywhere: the decline of legislatures; direct legislation by the people; responsibility and leadership in a democracy.

5. *Problems of Government* 3 s. h.

This course includes intensive research work in the following problems: the origin of the state, forms of government, the merits and defects of popular government; representative government; public opinion in relation to the nomination and election of the president; the political party; party platform; proportional representation; direct legislation; representation of interests.

6. *American State Government* 3 s. h.

A detailed study of the structure and functioning of the American state governments.

7. *The Relation of the Church and the State* 3 s. h.

The origin of democracy, the Christian Constitution of States based on Pope Leo's Encyclical Immortale Dei; the origin of representative government, American Catholics and American citizenship; Fascism as theory and in practice.

8. *Americanization* 3 s. h.

A study of immigration into the United States, the elements represented, and their geographical distribution; the arrangements provided for the reception and care of aliens; the influence of our foreign populations.

9a. *Community Civics* 2 s. h.

A study of the application of the principles of government.

9b. *Community Civics* 4 t. h.

A course for students preparing to become elementary grade teachers.

Sociology

1. *Introduction to Social Sciences* 3 s. h.

This course is introductory to any one of the social sciences. It is designed to give the student who takes but one course in the social sciences, first principles of the Individual, the Family, the Church,

the State and Industry, and to give the student who majors in this field a foundation for advanced work.

2. *First Principles of Christian Sociology* 3 s. h.

Characteristic differences between paganism and Christianity; Christian Doctrine regarding the individual, the family, the economic order, the State, Catholic citizenship.

3. *Poverty and Dependency* 3 s. h.

A study of the nature of poverty, together with the historical and modern institutions and methods of dealing with dependents, the aged, the feeble-minded, dependent sick, unemployed.

4. *Selected Social Problems* 3 s. h.

History of the feminists movement; equal rights amendment; women in industry; crime and punishment.

5. *Socialism* 3 s. h.

Socialism studied as an economic system and a social philosophy. The socialist industrial state. The philosophy of socialism. Socialism and morality. Socialism and religion.

6. *Woman and her Social Relations* 1 s. h.

This course is designed especially for the students of the Home Economics Department.

7. *Introduction to Social Service* 2 s. h.

A description of the types of social work found in the present day practice; social work organizations; a study of social problems and the various methods employed in meeting them.

8. *Social Case Work* 2 s. h.

The technique of analysis and treatment of individual and family problems. Practical application of the sociological first principles. Work is done in co-operation with local welfare agencies under careful supervision.

Courses for Graduate Students

20. *Current Problems of Citizenship* 3 s. h.

A study of political parties, nominations, and elections, in their relation to public opinion and popular government. Special attention given to the nomination and election of the presidents.

21. *Distribution of Wealth* 3 s. h.

A study of the subjects of rent, interest, profit, and wages from the viewpoints of ethics and economic theory.

22. *A Program of Social Reconstruction* 3 s. h.

A diagnosis of the evils of the present industrial organization and a program of suggestive reform.

History

1. *Greek History* 3 s. h.

Aegean civilization to the death of Alexander; special attention is given to the character of Greek civilization and the legacy of the Greeks to modern culture.

2. *Roman History* 3 s. h.

Foundation of Rome to Charlemagne; special attention is given to the political organizations, economic conditions, and civilization of the Roman Empire, and its influence upon later European history.

3. *Medieval History* 3 s. h.

The study of Western European history, in particular from the time of Charlemagne to the age of Louis XIV. Special attention is given to the interpretation of the economic, social, political, religious, and cultural characteristics of the Middle Ages.

4. *Modern History* 3 s. h.

France under Louis XIV; the Napoleonic era; Congress of Vienna. The development of the modern European nations.

5. *United States History* 8 t. h.

A general review of the history of the United States; a course for the teachers of elementary grades.

6. *English History* 6 s. h.

The Tudor and Stuart periods; the rise of Cabinet Government and the foundation of the British Empire; the political, industrial, and economic problems of the different periods.

7a. *Current History* 2 s. h.

Special attention is given to present-day international relations and to the great men and women of today.

7b. *Contemporary History* 4 s. h.

A study of twentieth century history.

8. *Church History* 4 s. h.

The Life of Christ; the development of the Church's rites and government; the study of the historical figures of the Church; the relationship of Church and State, and the Church's contributions to civilization.

9a. *American History, Colonial Period* 3 s. h.

America before the time of Columbus. Early discoveries and explorations; colonial institutions and wars.

9b. *American History; Revolutionary Period* 3 s. h.

The Revolution; the Constitution; the War of 1812; the Mexican War; the Compromise of 1850; influences of the period.

9c. *American History, Civil War Period* 3 s. h.

The Civil War and Reconstruction.

9d. *American History, Modern Period* 3 s. h.

10. *Irish History* 3 s. h.

A study of the formative processes which have produced true Irish character, and a presentation of the relation of Irish to American History.

11. *French History* 3 s. h.

A study of the political, economic, and social development of France; presentation of the relation of French to American History.

12. *Indiana History* 2 t. h.

13. *Primitive People and Pioneer Life* 4 t. h.

SPEECH

1. *Principles of Speech* 2 s. h.

A general course of practical value to anyone, whether desiring to specialize in any phase of speech or not. It is a study of the underlying principles of speaking and reading, and consists of knowledge and training in the four phases of speech: action, voice, language, and thought,—from the standpoint of effective communication.

2. *Interpretive Reading* 2 s. h.

A special course in interpreting the printed page, chiefly through the medium of voice. It is distinguished from Dramatic Reading because of lack of emphasis on impersonation. The purpose is to stimulate imagination in acquiring the thought and feeling expressed in the words of another, and to convey this same thought and feeling to one's hearers. Worth while passages of literature will be studied in this way.

3. *Communicative Speaking* 2 s. h.

The purpose of this course is to form proper speaking habits, to give training in debating and speech construction. This is an advanced course for students who have completed Principles of Speech.

4. *Dramatic Production* 6 s. h.

A comprehensive survey of play production, involving: choosing the play; choosing the cast, rehearsing, acting, and planning setting, costumes, and lighting. Each member of the class will appear in a one-act play. In all of the plays thus produced the stage manager and various committees will be chosen from the other members of the class.

Prerequisite: Speech 1 or Speech 2.

5. *Dramatic Reading* 2 s. h.

Private lessons with the ultimate aim of successful platform work.

6. *Dramatic Class* 2 s. h.

Required of all students who study dramatic art.

7. *Pantomime* 2 s. h.

Story-telling of bodily expression, and by group expression and action. This course develops in the student a greater capacity for accurate conception and finer powers of observation. The stimulating of a quick representation of people in real life.

8. *Story-Telling* 2 s. h.

The art of story-telling and its relation to dramatization. Study of folk tales, fairy tales, nature tales, legendary and historical stories.

9. *Play Reading* 2 s. h.

Oral presentation of cuttings from approved plays or novels; an intensive study in the interpretation of Shakespearean scenes; criticism by teacher and class.

10. *Play Directing* 2 s. h.

Stage technique; study of tempo, atmosphere, emphasis and climax. Practice in coaching.

11. *Interpretation of Contemporary American Poetry* 2 s. h.

Study of contemporary poets and their work; lecture-recital arranged by each pupil in the class.

12. *Voice Training* 1 s. h.

Tone production, modulation, flexibility, and inflection. Application of principles to standard selections.

13. *Oratory* 2 s. h.

Voice development and culture; history of growth and development of oratory; study of fundamentals of an oration, reading of masterpiece orations and rendition of those selected.

14. *Stagecraft* 2 s. h.

Types of stages, history of the stage, stage construction, scenery and lighting, mechanical equipment, attention to the related principles of stage direction. Puppetry.

15. *Correction of Speech Disorders* 2 s. h.

An elementary course in the field of speech hygiene, emphasizing the treatment of stuttering, lisping, nasality, and cleft-palate speech.

16. *History of the Theatre* 2 s. h.

History of the development of the theatre. Survey of modern tendencies. Study of actors who have influenced theatrical development.

17. *Psychology of Language and Speech* 4 s. h.

Among the subjects treated are the laws of thought and language as a form of expression, the genesis of speech, the psychology of attention, the psychology of the speaker—audience relationship, and the psychology of persuasion.

Prerequisite: General Psychology.

18. *The Monologue* 2 s. h.

The monologue as a dramatic form and its interpretation.

19. *Constructive Dramatic Art* 2 s. h.

A dramatic construction practical and theoretical; practical playwriting; adaptation of novels to the stage.

20. *Literary Interpretation* 4 s. h.

An advanced study of technique required to interpret different literary forms in readings and dramatic work. The class is limited to 10 students.

SCIENCE

Astronomy

1. *Descriptive Astronomy* 2 s. h.

The celestial sphere; the solar system. Open to all classes, including Freshmen who have had Physics or Chemistry.

Prerequisite: Trigonometry.

1a. *Descriptive Astronomy* 3 s. h.

The celestial sphere; the solar system. Laboratory work two hours each week.

Prerequisite: Trigonometry.

1b. *Astronomy* 2 s. h.

Stellar system. Collateral reading. Observational work. Open to all classes, including Freshmen who have had Physics or Chemistry.

Prerequisite: Astronomy 1.

1c. *Practical Astronomy* 3 s. h.

Observational work. Class periods for discussion of observation. Laboratory period for observation.

Prerequisite: Astronomy 2.

Biology

2. *Bacteriology* 3 s. h.

General principles of bacteriology; preparation of culture media; study of pure cultures of certain bacteria, with practice in the identification of pathogenic germs by various processes of staining.

3. *Biology* 3 s. h.

A study of plant and animal groups, designed to broaden the student's views, and familiarize her with facts and principles of the science.

4. *General Botany* 6 s. h.

A study of morphology, physiology, ecology, and classification of plants, both cryptogams and phanerogams, including laboratory and field work.

5. *Advanced Botany* 6 s. h.

A study of vegetable biology and physiology, including preparation, mounting, and examination of plant tissues.

35. *Physiology and Hygiene* 4 t. h.

16. *Physiology* 5 s. h.

General physiology of the human body, its anatomy and life process.

17. *Zoology* 5 s. h.

A study of the representative types of invertebrates and vertebrates.

37. *Hygiene* 2 s. h.

36. *Nature Study* 4 t. h.

Chemistry

6. *General Inorganic Chemistry* 10 s. h.

A study of the fundamental principles of the science of Chemistry.

7. *Qualitative Analysis* 5 s. h.

A study of the methods of systematic analysis for the detection of metals and acid radicals with practice in the analysis of a number of unknown substances.

8. *Quantitative Analysis* 5 s. h.

A study of the methods and principles involved in exact quantitative separation and estimation of substances both gravimetrically and volumetrically.

9. *Elementary Organic Chemistry* 10 s. h.

A systematic study of the alipathic and aromatic series of hydrocarbons and their derivatives, with the preparation of the most important typical compounds.

10. *Organic Chemistry II* 5 s. h.

Methods of qualitative and quantitative analysis of carbon, hydrogen, nitrogen, sulphur, and halogens in organic compounds. Also the determination of molecular weights of organic compounds.

Prerequisite: Science 6, 7, 8, 9.

12. *Chemistry of Food and Nutrition* 4 s. h.

Special emphasis on physiological chemistry bearing on nutrition and the composition of food materials. Analysis of typical foods.

20. *History of Chemistry* 2 s. h.

21. *Pharmaceutical Chemistry* 4 s. h.

A study of the chemicals of the United States Pharmacopoeia.

Courses for Graduate Students

11. *Organic Chemistry III* 10 s. h.

A study of the theories and recent advances in Organic Chemistry with laboratory work including organic syntheses.

Prerequisite: Science 6, 7, 8, 9.

24. *Physical Chemistry* 10 s. h.

A study of the fundamental physical laws and theories and their applications to the phenomena of Chemistry. The course includes laboratory work illustrating the laws and affording practice in physico-chemical measurements.

Prerequisites: Science 6, 7, 8, 9, 13 and Mathematics 7.

Geography

23. *Commercial Geography* 4 s. h.

A study of the political geography of the United States; relationship with Latin America, Europe, and the East; trade routes and areas.

22. *Economic Geography* 4 s. h.

A study of the industrial management of the United States, Europe, and the East; cost factors and manufacturing policies.

33. *Physical Geography* 5 s. h.

A study of land forms and climatic influences.

34. *Geography* 4 t. h.

A general review of geography.

Mathematics

1a. *Commercial and Advanced Arithmetic* 4 s. h.

1b. *Arithmetic* 4 t. h.

A general review for students following the elementary grade teachers' curriculum.

2. *Solid Geometry* 2 s. h.

Courses 1 and 2 are offered for those who are making mathematics a major for a degree in Education. College credit will not be given to those following other curricula.

3. *College Algebra* 4 s. h.

This course includes a detailed study of quadratic equations, the binomial theorem, infinite series and determinants, the general theory and properties of equations.

4. *Trigonometry* 4 s. h.
This course includes a detailed study and solution of the triangle with particular emphasis upon angular analysis.

5. *Analytic Geometry* 5 s. h.
This course includes the study of the point and right line, the conic sections and the general equation of the second degree. One quarter will be devoted to the geometry of three dimensions.

6. *Elementary Analysis* 4 s. h.
This course is intended for those whose major is physics.

7. *Calculus* 4 s. h.
A short course for students in general science.

8. *Calculus* 12 s. h.
Required of those whose major is mathematics or physics. The usual course in differential and integral calculus.

8. (a) *Differential* 4 s. h.
(b) *Integral* 4 s. h.
(c) *Applications* 4 s. h.

9. *Differential Equations* 4 s. h.
Prerequisite: Mathematics 8.

10. *Mathematics of Finance*
This course includes the applications of the theory of compound interest.

Courses for Advanced Undergraduates and Graduates

12. *Theory of Equations* 4 s. h.

13. *Advanced Differential and Integral Calculus* 8 s. h.
Prerequisite: a major in Mathematics.

Pharmacy

25. *Theory and Principles of Pharmacy* 10 s. h.
Laboratory practice in pharmacy, application of pharmaceutical operations and manufacture of galenical preparations.

26. *Pharmaceutical Arithmetic* 2 s. h.
A study of weights and measures, reducing and enlarging formulas, chemical problems; training in the mastery of practical problems that continually confront the pharmacist.

27. *Drug Assaying* 4 s. h.
A study of the United States Pharmacopoeia assays, testing, de-

termination of physical constants, purity, and active strength of drugs and chemicals. Laboratory course.

28. *Practical Pharmacy* 5 s. h.

Prescription reading, incompatibles, posology, practice in compounding prescriptions.

29. *Commercial Pharmacy* 2 s. h.

A study of practical business problems, pharmaceutical ethics and jurisprudence.

30. *Materia Medica* 6 s. h.

A detailed consideration of drugs, their pharmaceutical definition, habitat, therapeutic action, etc.

31. *Pharmaceutical Botany* 3 s. h.

A study of the fundamental principles of the botanical science, stressing their practical applications from both the microscopical and macroscopical field of inquiry.

32. *General and Historical Pharmacognosy* 5 s. h.

Vegetable and animal drugs are studied with a view to their identification, and the detection of adulteration.

Physics

13. *Physics I* 8 s. h.

This course is planned for those who wish to take physics as a part of a liberal education. It includes mechanics of solids, liquids, and gases, heat, magnetism, electricity, sound and light.

14. *Physics II* 10 s.h.

Primarily for those who wish to major in physics or other sciences. The course includes mechanics, properties of matter, heat, magnetism, electricity, sound and light.

15. *Mechanics* 8 s. h.

An analytical study of force systems, equilibrium, centroids and center of gravity, friction, kinematics, problems.

33. *Electricity*

An elementary course in the theory of electricity and magnetism.

34. *Electrical Measurements*

A laboratory course to accompany Science 33 includes measurement of current, electromotive force, resistance, power, magnetic fields, permeability, electric capacitance, inductance, impedance and calibration of electrical instruments.

18. *Geometrical Optics*

An application of geometrical methods to the optics of mirrors, prisms and lenses.

19. *Physical Optics*

A study of diffraction, interference and polarization of light.

38. *Heat*

An elementary course in the kinetic theory of matter and thermodynamics and the theory of heat conduction.

39. *Sound*

A study of wave motion, the production and propagation of sound, resonance, interference, and musical instruments.

40. *Electron Theory*

A study of cathode rays, change and mass of the electron, radioactivity, Bohr's theory, aperiodic table, metallic conduction and conduction of gases.

ST. MARY'S COLLEGE

Notre Dame, Indiana

FRESHMAN OPENING WEEK EVENTS

September 15-21, 1930

FRESHMAN SONG

(Air: Maryland, My Maryland)

Saint Mary's ways are pleasant ways,
Our Freshman days are happy days.
Our hearts beat fast, our hopes rise high,
Before us paths to glory lie.
Our youth, our strength we pledge to you
Beneath your banner white and blue;
Where'er we go, whate'er we do,
We'll keep our Freshman tryst with you.

FRESHMAN OPENING WEEK EVENTS

September 15

Freshman Registration, 9-4 ..... Administration Building
Rendezvous for Freshmen ..... 7:15 P. M.

September 16

Registration, 9-4 ..... Administration Building
Introduction to Places of Interest at St. Mary's (movies) ..... 4-6 P. M.
Social Evening ..... 7:15 P. M.

September 17

Registration 9-12 ..... Administration Building
Town Privilege ..... 1-5 P. M.
Freshman Dinner ..... 6 P. M.

Greeting ..... Upperclassmen
Welcome Address ..... Senior President
Freshman Song ..... Freshmen
St. Mary's Song ..... Student Body
Dancing, 7 P. M. ..... Social Hall

September 18

Classes as scheduled.

Big Sister Party, 7:15 P. M. ..... Social Hall

September 19

Classes as scheduled.

Sophomore Reception 7:15 P. M. ..... Social Hall

September 20

Classes as scheduled.

Freshman Picnic, 3 P. M. ..... Perly's Glen

September 21

Formal Opening of the Scholastic Year.

Mass of the Holy Ghost, 8:30 A. M. ..... Chapel of Our Lady of Loretto
Visiting Hours, 2-5 P. M. ..... College Parlors
Senior Reception, 7:15 P. M. ..... The Lounge

GENERAL EXPENSES

TUITION AND ALL CHARGES are Payable Semi-Annually in Advance.

A social, as well as business reference, is required from strangers making application for the entrance of students.

The following are the lowest terms consistent with the superior advantages offered. An investigation will prove that, compared with schools affording similar opportunities, Saint Mary's rates are very reasonable.

TUITION AND FEES

	Per Year
Board and tuition, including two or more college subjects and general classes in physical education	$700.00
Matriculation fee (paid on first entrance only)	10.00
Lecture and Concert Fund	10.00
Use of Library, and Literary Fee	10.00
Use of House Linen, Bedding	10.00

Private Rooms

Single	$150.00 to $200.00
Single—with bath	225.00 to 350.00
Double	200.00 to 250.00
Double—with bath	400.00 to 500.00
Triple	225.00 to
Suites—study, bedroom and bath	450.00 to 550.00
Large rooms, accommodating four or six	200.00 to 300.00

Running water in all rooms.

It is advisable to make application for private rooms early if choice of location is desired. Assignments are made in the order of date on which deposits are received. No application is considered until a deposit of $25.00 is recorded in the office. Deposits are credited on the first bill. If written notice of withdrawal is sent to the office before July 15 of the same year the deposit will be refunded.

No student is received for a shorter period than one semester; and no reduction will be made for absence or withdrawal after the opening of the school year, except in cases of serious illness, necessitaing absence of at least one month, when the loss will be equally shared, if the student is not able to return after recovery to finish her term.

Credits or Graduation Honors will not be granted to any student unless her bills are paid in full.

ELECTIVE STUDIES AND SPECIAL FEES

	Per Semester
Piano (two lessons weekly and one period daily use of instrument)	$75.00
Ensemble work at Professor's prices.	
Harp	75.00
Organ	85.00
*Guitar	30.00
Mandolin	30.00
Banjo	30.00
Violin	75.00
Violincello	70.00
Harmony (in class)	10.00
Harmony (private)	50.00
Extra use of Piano or Harp, one period daily	10.00
Extra use of Organ, one period daily	15.00
Private Vocal Lessons	45.00
Drawing	35.00
Painting in Water Colors	35.00
Painting in Oil	35.00
China Painting	35.00
Commercial Art	20.00

Interior Decoration	20.00
Expression (Private, two half hours)	40.00
Dramatic Art (laboratory fee)	2.00
Graduation Fee	20.00
†Stenography	10.00
Bookkeeping	5.00
Typewriting and use of typewriter	20.00
Use of Physical Apparatus (Elementary Course)	5.00
Use of Physical Apparatus (Advanced Course)	8.00
Use of Chemical Apparatus (Elementary Course)	8.00
Use of Chemical Apparatus (Advanced Course)	10.00
Biological Fee	5.00
Cooking (general classes), including materials	35.00
Sewing	10.00
Household Arts Fees (Laboratory)	30.00
Dancing at Instructor's Prices.	
St. Mary's Chimes (per year)	2.00
Horseback Riding at Riding Master's prices.	

INCIDENTAL EXPENSES

INCIDENTAL EXPENSES vary according to the habits of the students and the amount of money at their command. It is the earnest wish of the faculty that all students, whether of large or limited means, cultivate habits of economy. Patrons are asked to restrict personal expenditures while their daughters are at St. Mary's to actual requirements which will be found very moderate indeed. No student will be allowed to overdraw her deposit.

When parents wish to have their daughters sent home, they must give timely notice, settle all accounts, and supply the means to defray expenses. Such arrangements must be made, not with the student by telegram or telephone, but by letter or message sent direct to the President.

Dentistry, etc., must, as far as possible, be attended to before the opening of school, as all such matters divert the mind from the work to which students should come prepared to give their undivided attention.

On entrance, a deposit of $25.00 is required to cover the immediate expenses of class-books, collars, cuffs, veils and other necessary school supplies, which will be furnished at current prices. Positively no money or other articles shall be furnished to any student by the Treasurer, unless an equivalent sum has been placed in the office.

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* Each student must provide her own instrument other than piano, organ or harp.

† Extra, except when taking the commercial course.

Parents and guardians must see the reasonableness of this rule, and should, therefore, supply their daughters with all the necessary articles of clothing.

Students who take the complete course in Education for the purpose of securing teachers' licenses, do their Practice Teaching in the South Bend public schools. The fee for the High School department is $35.00 a quarter and for the Elementary department, $40.00 a term.

Students who do Practical Social Service work in South Bend pay a fee of $30 a semester.

SUGGESTIONS FOR WARDROBE

Each student should be supplied with—

*Serge or silk uniforms (for week days and Sundays).

Night gowns or pajamas.

Dressing gowns.

Underclothing.

Hose—black for uniform.

Handkerchiefs.

Hand towels.

Bath towels.

Wash cloths.

Black footwear.

†One black fichu.

†One white cotton bobbinet veil two yards long, edged in lace.

Rain coat advisable.

Toilet set.

Table set, consisting of glass, two knives, two forks, two teaspoons, one dessert spoon.

Gymnasium suit, consisting of white middy blouse and full bloomers of navy blue serge.

§Trunk; all articles should be plainly marked with owner's name. (woven names preferred).

Students are advised not to bring much jewelry as the house will not be responsible for the loss of same.

All personal laundry is done at the student's expense.

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* For uniform regulation, see insert.
† Black fichu and white veil may be procured at the College Supply Store.
§ Trunks are not allowed in students' rooms which are supplied with large closets for wardrobe.

STUDENT REGISTER
1929-1930

Anuszkiewicz, Lorietta, Michigan
Arias, Cecilia ..... Panama

Barrett, Mary ..... Louisiana
Barry, Elizabeth ..... Ohio
Barry, Martha E. ..... Indiana
Baylor, Billy ..... Indiana
Beach, Jean ..... Illinois
Beasley, Lucy ..... Illinois
Beattie, Virginia ..... Michigan
Beilstein, Kathryn ..... Ohio
Bergan, Margaret ..... Indiana
Biernatzki, Marie ..... Iowa
Bigge, Kathleen ..... Michigan
Bleeg, Katharine ..... S. Dakota
Bowers, Katherine ..... New Mex.
Bracken, Lois ..... Illinois
Bradley, Mary ..... Michigan
Brady, Jean ..... Kansas
Breaux, Evelyn ..... Louisiana
Breaux, Vivian ..... Louisiana
Breslin, Kathryn ..... New Jersey
Bromann, Doris ..... Illinois
Browne, Eleanor ..... Ohio
Browne, Mary Grace ..... Michigan
Brucker, Evelyn ..... Indiana
Brusman, Joan ..... Ohio
Buckley, Alice ..... Illinois
Burke, Catherine ..... Indiana
Burke, Grace ..... Wisconsin
Burke, Louise ..... Illinois
Burke, Margaret ..... Wisconsin
Burns, Bernita ..... Michigan
Burns, Dorothy ..... Indiana
Burns, Mary C. ..... Pennsylvania
Butler, Mary ..... Ohio
Byrne, Helen ..... Illinois

Callahan, Catherine ..... Illinois
Callahan, Helen ..... Illinois
Callahan, Loretta ..... Michigan
Callahan, Mauricia ..... Kansas
Calzaretta, Violette ..... Illinois
Cameron, Harriet ..... Iowa
Campbell, Veronica ..... Illinois
Carey, Catherine ..... Illinois
Carney, Abbie ..... New Mexico
Casabianca, Louise ..... Michigan
Casabianca, Lucia ..... Michigan
Casey, Marcia ..... Utah
Cassels, Mary ..... Illinois
Cherdron, Mary E. ..... Ohio
Chudleigh, Honor ..... New Jersey
Clark, Dorothy ..... Michigan
Cleary, Katherine ..... Minnesota
Clynes, Margaret ..... Colorado
Coll, Catherine ..... Ohio
Comeford, Catherine ..... Ohio
Comeford, Virginia ..... Indiana
Conly, Marion ..... Illinois
Cooney, Marie ..... Indiana
Cooper, Loretto ..... Kansas
Copeland, Margaret ..... Texas
Coufal, Arlene ..... Nebraska
Crowe, Marcella ..... Illinois
Crowley, Janet ..... Iowa
Crumley, Irma ..... Ohio
Curran, Frances ..... New Jersey
Curtin, Angela ..... Ohio
Cusack, Grace ..... Illinois

Dacey, Mary Elizabeth ..... Minn.
Dadant, Mary Elizabeth ..... Ill.
Davis, Mary ..... Ohio
DeClercq, Helen ..... Indiana
Deitch, Frances ..... Michigan
De Jonghe, Germaine ..... Illinois
Denney, Marybelle ..... Illinois
D'Errico, Helen ..... Illinois
Deur, Jacqueline ..... Iowa
Deur, Patricia ..... Iowa
Distel, Mary Elizabeth ..... Ohio
Donohue, Euna Marie ..... Iowa
Donohue, Marjorie ..... Indiana
Dowling, Rose ..... Texas
Downey, Ruth ..... Illinois
DuBrul, Helene ..... Ohio
Duggan, Martha ..... Illinois
Duggan, Ramona ..... Illinois
Dunscomb, Mary ..... Ohio

Ebert, Arthura ..... Wisconsin
Eby, Margaret Nell ..... Illinois
Edelen, Isabel ..... Kansas
Edwards, Theresa ..... Indiana
Eggeman, Mary ..... Indiana

Eilers, Mildred ..... Indiana
Farabaugh, Margaret ..... Indiana

Farrelly, Florence .....Illinois
Fedou, Nancy.....Illinois
Feingold, Dorothy.....Indiana
Felber, Mary Louise..Wisconsin
Finneran, Dorothy .....Illinois
Finnigan, Rosemary..New York
Fischer, Jean Margaret..Illinois
Fitzgerald, Janet .....Illinois
Fitzpatrick, Jane .....Michigan
Fitzpatrick, Katherine.....Mich.
Fleming, Marion .....Illinois
Frutchey, Elizabeth....Michigan
Funke, Elizabeth.....Wisconsin

Gaa, Mary Virginia.....Illinois
Gagnier, Albertine....New York
Gallagher, Mary .....Illinois
Gardner, Ann ..... Michigan
Garrity, Margaret .....Illinois
Geddes, Marion .....Illinois
Geis, Olive Marion ....Wyoming
Gerding, Mary V. .....Ohio
Gies, Rosemary ..... Montana
Gillen, Alice .....Wisconsin
Gillie, Jean .....Indiana
Glavin, Margueritta....Michigan
Goldthwaite, Jane .....Indiana
Goodwin, Florence ....Michigan
Gorman, Rosanna .....Illinois
Grady, Jeanne .....Indiana

Hains, Ann .....Wisconsin
Hall, Margaret ..... Illinois
Halpin, Geraldine .....Ohio
Hanley, Helen ..... Indiana
Harfst, Virginia .....Illinois
Harrigan, Margaret ....Michigan
Hartrich, Jane ..... Illinois
Havran, Alice .....Indiana
Hayes, Anne .....Montana
Haynie, Catherine ..... Illinois
Hazel, Lillian Mae ..... Illinois
Hege, Elizabeth .....Indiana
Heide, Norma .....New York
Heinauer, Esther ..... Ohio
Heineman, Elizabeth ....Indiana
Helber, Marion ..... Wisconsin
Henne, Dorothy ..... Ohio
Hicok, Katherine .....Michigan
Hoefler, Marguerite .....Ohio
Hoene, June .....Minnesota
Hoffmann, Mary ....Washington
Holthouse, Helen .....Indiana
Hopfinger, Mary .....Ohio
Hoppe, Henryetta .....Michigan
Hoyt, Marjorie .....Indiana
Houlihan, Catherine .... Indiana
Hummel, Gertrude .....Ohio
Hurlburt, Cameo ..... Ohio
Hyde, Elizabeth .....Minnesota

Irwin, Mary Elizabeth.....Mich.

Jarecki, Marie .....Illinois
Jenkins, Mildred ..... Indiana
Jones, Margaret A.....Iowa
Jones, Margaret L. ....Arkansas
Juif, Frances .....Michigan
Junker, Josephine .....Illinois
Justen, May .....Illinois

Kaczmarek, Gwendolyn .....Ind.
Kahl, Carmella .....Iowa
Kahl, Elizabeth .....Iowa
Kann, Helaine ..... Indiana
Karpen, Doris .....Indiana
Karpen, Jane .....Indiana
Karrer, Katherine.....Michigan
Kelker, Catherine.....Indiana
Kelley, Isabelle ..... Indiana
Kelly, Marguerite .....Illinois
Kenney, Kathleen ..... Colorado
Kerwin, Mary Kathryn.....Iowa
Keyser, Thelma .....Indiana
Koch, Virginia .....Wisconsin
Kolancyk, Dorothy .....Indiana
Kotteman, Frances .....Indiana
Kramer, Loretto .....Ohio
Krebser, Mary Eleanor .....Ind.
Kroll, Henrietta .....Indiana
Krull, Louise .....Indiana
Kuhn, Marion ..... Indiana

Lahey, Mary .....Illinois
LaVaque, Eleanor ....Wisconsin
Learned, Rita Mary.....Illinois
Leinfelder, Mary .....Wisconsin
Lennon, Rose Mary.....Illinois
Liebner, Edwina .....Illinois
Link, Elizabeth .....Ohio
Longinotti, Marjorie ..Arkansas
Longmeyer, Rosemary....Illinois
Lyons, Claire ..... Illinois
Lyons, Mary..... ..... Georgia

Maas, Ruth ..... Wisconsin
Madden, Jane .....Illinois
Maginnis, Mary Ellen.....Neb.
Mahon, Annabelle .....Illinois
Maloney, Eileen ..... Illinois
Maloney, Marie .....Indiana
Marcus, Dorothy ..... Indiana

Marks, Anna .....Illinois
Marsh, Audrey ..... Illinois
Marwitz, Katherine ..... Ohio
Mattioli, Gloria.....New Jersey
Medbourne, Helen .....Indiana
Melody, Magdalen .....Michigan
Mies, Mary Beth..... Illinois
Mikes, Rose-Marie.....Illinois
Miley, Ethlyn ..... Illinois
Mischker, Jeanette ..... Indiana
Mitchell, Agnes ..... Ohio
Mitchell, Ramona .....Cuba
Mitchell, Ruth....West Virginia
Minnier, Frances.....New York
Mix, Jane .....Indiana
Moller, Mildred .....Illinois
Montgomery, Virginia .... Idaho
Moore, Arlene .....Michigan
Moore, Eleanor .....Illinois
Morris, Winifred .....Wisconsin
Mulholland, Katherine..Indiana
Munsen, Alma .....Illinois
Murphy, Helen .....Ohio
Murphy, Mildred .....Nebraska
McCaffrey, Sarah..Pennsylvania
McCarthy, Charlotte .....Minn.
McCarthy, Gertrude ..... Iowa
McCarthy, Isabelle .....Iowa
McCarthy, Loretta....New Mex.
McCarthy, Mary .....Wyoming
McClellan, Mary Alice .....Neb.
McCole, Genevieve....Wisconsin
McGivern, Catherine.....Ohio
McGowan, Mary Kathryn....Ga.
McGraw, Dorothy .....Indiana
McIntyre, Catherine ....Indiana
McKeever, Mary F.....Oklahoma
McKeever, Mary Rose.....Okla.
McKenna, Marie .....Illinois
McManus, Rose .....Illinois
McMillan, Ruth ....Pennsylvania
McMullen, Virginia ....Michigan
McNamara, Margaret .....Ohio
McNarney, Mary Helen .....Ind.

Neher, Dorothy .....Illinois
Nickel, Celjie ..... Michigan
Nickel, Ruth ..... Michigan
Nowinski, Esther .....Indiana

O'Connor, Kathleen..Wisconsin
O'Donnell, Helen .....Illinois
O'Keefe, Bernice .....Illinois
O'Neil, Genevieve ..... Indiana
O'Neill, Gertrude ..... Indiana
Orvis, Helen ..... Illinois
O'Toole, Alice .....Illinois
Otte, Madeleine ..... Illinois

Peters, Gertrude .....Texas
Pilliod, Emma .....Ohio
Plotz, Dorothy ..... Illinois
Porter, Mary Louise.....Indiana
Proctor, Betty .....Indiana

Redmond, Catherine F...Illinois
Redmond, Catherine L.....Iowa
Reeland, Estelle.....Idaho
Reeland, Mary ..... Idaho
Reilly, Cecily ..... Ohio
Reiter, Marie .....Illinois
Reynolds, Malvina .....Georgia
Rigney, Elizabeth .....Illinois
Rigney, Gertrude .....Illinois
Rinella, Mary.....Illinois
Riordan, Nellie .....Illinois
Roark, Cecilia .....Illinois
Roark, Genevieve .....Illinois
Roark, Ruth .....Illinois
Robinson, Flora Louise....Texas
Robinson, Mary .... Connecticut
Roche, Lenore .....Michigan
Roll, Marguerite .....Michigan
Rowen, Mary .....Michigan
Ruh, Virginia .....Kentucky
Rusin, Georgeanna .....Ohio
Ryan, Elaine .....Illinois
Ryan, Virginia .....Texas

Sarvis, Jean .....Michigan
Scanlon, Alice .....Illinois
Schoonover, Mary .....Indiana
Schuetz, Florence .....Illinois
Schuster, Edna .....Illinois
Schuster, Mary Elizabeth ....Ill.
Schwartz, Olive .....Illinois
Seng, Justine .....Indiana
Sheehan, Loretta .....Indiana
Shinners, Marjorie....New York
Smith, Collette .....Louisiana
Smith, Helen ..... Iowa
Smogor, Jeanette .....Indiana
Smyer, Eileen.....Colorado
Smyth, Esther .....Wyoming
Snell, Marcelle ..... Ohio
Sobatzki, Agnes.....Illinois
Spicka, Ann .....Indiana
Spore, Mary Louise .....Indiana
Stanton, Katherine....Louisiana
Staunton, Elizabeth .....Indiana
Staunton, Helen ..... Indiana

St. John, Dorothy ....Mississippi
Stockdale, Mary .....Kansas
Storen, Margaret ..... Illinois
Sullivan, Frances .....Tennessee
Sullivan, Miriam E.....Pa.
Sumption, Geraldine.....Indiana
Swords, Mary .....Tennessee

Ternus, Mildred ..... Nebraska
Thero, Harriet ..... Iowa
Thomas, Hilda .....Indiana
Thompson, Helen .....Illinois
Thompson, Nancy .....Kentucky
Tobin, Alice ..... Illinois
Tucker, Marguerite....Louisiana
Tully, Marion .....Wisconsin
Twomey, Marion .....Minnesota

Ullmen, Katheryn .....Illinois

Vanderheyden, Veronica.....Ill.
Van Etten, Mary.....Illinois
Vann, Muriel .....Illinois
Vendley, Catherine .....Illinois
Voglewede, Mary Margaret
Indiana

Wagner, Mary ..... Ohio
Walsh, Dorothy ..... Illinois
Walter, Cecelia May....Colorado
Waltz, Betty Claire.....Ohio
Webb, Margaret .....Illinois
Webb, Mary Ruth .....Kansas
Weber, Anne Therese....Illinois
Weber, Dorothy .....Illinois
Westenberger, Margaret .....Ill.
Whalen, Agnes .....Illinois
Wheeler, Betty .....Illinois
Wheeler, Martha .....Illinois
White, Cecelia .....Nebraska
White, Jane.....New Mexico
Whitehill, Cheville .....Texas
Whitlock, Elizabeth .....Illinois
Williams, Rosemary .....Ohio
Wilson, Harriet .....Illinois
Winingder, Lygia
Washington, D. C.
Wojciechowski, Irene.....Illinois
Wray, Virginia .....Illinois

Zaback, Dorotha Jane.....Ohio
Zimmer, Cecilia .....Michigan

Sister M. Celestine, S.S.J...Ind.
Sister M. Dolores, S.S.J.....Ind.
Sister M. Irene, O.M.....Tenn.
Sister M. Madonna, S.S.J. ..Ind.
Sister M. Vivian, O.S.B.
South Dakota

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